DOCUMENT RESUME

ED 272 439 SO 017 399

AUTHOR Metcalf, Fay; Edwards, Catherine
TITLE materials for Teaching about Europe: An Annotated Bibliography for Educators.
INSTITUTION Atlantic Council of the United States, Washington, DC.
PUB DATE May 86
NOTE 69p.; Prepared for the Successor Generation Working Group.
AVAILABLE FROM Atlantic Council of the United States, 1616 H Street, N.W., Washington, DC 20006 ($4.50).
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Annotated Bibliographies; Area Studies; Diplomatic History; Economics; *Ethnicity; *European History; Foreign Countries; Foreign Policy; *Geography; Governmental Structure; International Relations; *International Studies; Modern History; Political Science; Secondary Education; Western Civilization; *World Affairs
IDENTIFIERS *Europe

ABSTRACT

The Atlantic Council, in response to a need expressed by United States teachers for a guide to contemporary resources on Euorpe, commissioned this annotated bibliography limited to works in English which will serve as a stimulus to reflection by educators on how to more adequately present contemporary Europe and its values to United States students. The materials are placed into ten categories: Contemporary European Society: An Overview, European Politics, European Economics, Atlantic Relations, Europe and the World, European Geography and Travel, National Identity and Ethnic Diversity, European Culture and Communication, European History, and Teachers' Resources which include multimedia materials, periodical publications, and a list of organizations and embassies. (BZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EDUCATIONAL SERIES

ED272439

The Atlantic Council of the United States

Bibliography

MATERIALS FOR TEACHING ABOUT EUROPE

An Annotated Bibliography for Educators

SP017399

Prepared for
the Successor Generation Working Group
by
Fay Metcalf
Catherine Edwards

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
John A. Baker
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Edmund D. Pellegrino *and* Mark H. Curtis
Co-Chairmen
Introduction by Judith Torney-Purta

THE ATLANTIC COUNCIL OF THE UNITED STATES

The Atlantic Council, established twenty-five years ago, seeks to strengthen the mutually advantageous ties between the nations and people of the "Atlantic Community." It is a community not in a geographic sense but one of common fundamental values, based on the principles of democracy, individual dignity and the rule of law.

Its members are dedicated to the further development of peaceful and friendly international relations by strengthening their free institutions and by bringing about a better understanding of the principles upon which these institutions are founded.

In an increasingly interdependent world where "foreign" policy is ever more closely intertwined with "domestic" policies, there is a clear need for both official and private consideration of means of dealing with problems which transcend national frontiers. The Atlantic Council is a unique non-governmental, bi-partisan, tax-exempt, educational citizens' organization. It conducts its programs to promote understanding of major international security, political and economic problems, foster informed public debate on these issues, and make substantive policy recommendations to both the Executive and Legislative branches of the U.S. Government, as well as to the appropriate key international organizations.

The Board of Directors of the Atlantic Council is composed of some one hundred prominent leaders and experts in business, finance, labor, and education, together with former senior government officials. Their names are listed on the back cover of this ***Bibliography.*** The Council also has Academic Associates on the faculties of some 200 American colleges and universities and a working group of the Successor Generation composed of prominent educators. The members of the Working Group are listed on page 8.

While the Council's work is financed in large measure by corporations, foundations, and labor unions, it could not continue to work were it not for the annual generosity of hundreds of contributing Sponsors, who—in turn—share in the total publications of the Council. You are invited to become a Council Sponsor.

The Atlantic Council of the United States
1616 H Street, NW
Washington, DC 20006
Telephone: (202) 347-9353

MATERIALS FOR TEACHING ABOUT EUROPE

An Annotated Bibliography for Educators

Prepared for the Atlantic Council of the United States by Fay Metcalf and Catherine Edwards

The Atlantic Council's Working Group on the Successor Generation

Dr. Edmund D. Pellegrino
Dr. Mark H. Curtis
Co-Chairmen

Dr. James H. Billington
Vice Chairman

Theodore C. Achilles
Project Director

Martha C. Finley
Assistant Project Director

Martha E. Houle
Staff Director

Jessica Masten
Assistant Staff Director

Washington, D.C.
May 1986

Additional copies of this bibliography

MATERIALS FOR TEACHING ABOUT EUROPE

may be ordered at $4.50 prepaid from the Atlantic Council.
Bulk rates upon request.

****

The Atlantic Council's brochure, ISSUES AND OPTIONS: 1986-87
is available gratis upon request

Copyright ©1986
by the Atlantic Council of the United States

The Atlantic Council of the United States
1616 H Street, N.W.
Washington, D.C. 20006
Telephone: (202) 347-9353

TABLE OF CONTENTS

Introduction *by Judith Torney-Purta* 5

Preface *by Fay D. Metcalf and Catherine W. Edwards* 7

Members of the Working Group on the Successor Generation 9

Materials for Teaching about Europe: An Annotated Bibliography

I. Contemporary European Society: An Overview 12

II. European Politics 18

III. European Economics 24

IV. Atlantic Relations 27

V. Europe and the World 31

VI. European Geography and Travel 34

VII. National Identity and Ethnic Diversity 38

VIII. European Culture and Communication 44

IX. European History 48

X. Teachers' Resources 53
- A. Multimedia Materials 53
- B. Periodical Publications 56
- C. Organizations 59
- D. Embassies 62

INTRODUCTION

by

Judith Torney-Purta

A major purpose of the Successor Generation Working Group of the Atlantic Council of the United States is to encourage attention within both American and European schools to the common heritage and values of Western civilization and to the basic principles of democratic society. The group has issued publications and sponsored conferences on related topics and assisted the Council in identifying colleges and universities interested in nominating faculty members as Academic Associates of the Atlantic Council.

Collaboration with the Council of Europe (in particular its Division of Education, Culture, and Sport) and with the National Council for the Social Studies has been essential to the success of the Working Group's program. This collaboration has focused on what is taught about the United States in European secondary schools and what is taught about Europe in U.S. schools—examining the current situation and making recommendations for the future.

A Teachers' Seminar, co-sponsored by these three organizations and held in the Federal Republic of Germany in 1982, initiated this collaboration. The topic was "Teaching about the United States in Europe"; secondary teachers from both sides of the Atlantic attended. In response to a need expressed by the European teachers for a guide to contemporary resources on American society, the Atlantic Council commissioned Fay Metcalf and Catherine Edwards to prepare *Recent Works on American Society: An Annotated Bibliography for Educators*, issued in 1984.

A second conference, "Teaching and Learning about Each Other: The USA and Western Europe," was held in Washington, D.C., in November of 1984. Just as the European teachers had sought more material on the United States, so the American teachers at this conference spoke of a parallel need to enhance their preparation for teaching about Europe; a second annotated bibliography was suggested. The recognized lack of foreign language competence on the part of Americans led some of the European educators to express polite skepticism about the comprehensiveness of a bibliography limited to works in English. Undaunted, Fay Metcalf and Catherine Edwards prepared a draft which was pronounced "extraordinarily good" by the skeptics, who then made very helpful suggestions for further materials. The final draft was then reviewed by educators and specialists in European studies from both Europe and the United States, to whom we express our profound gratitude: Ernest Boyer, Mark Curtis, Niels Gullberg-Hansen, Margaret Shennan, Maitland Stobart, and Michael Williams.

The Successor Generation Working Group remains committed to providing information about European society and values that is recognized by scholars

as being of high quality. It is hoped that the existence of this annotated bibliography will serve as a stimulus to reflection by educators on how more adequately to present contemporary Europe and its values to American students. We of the Working Group would welcome suggestions for future activities to promote this goal. We express our continuing gratitude to Theodore Achilles, Lee Brady, Mark Curtis, and Edmund Pellegrino, who have provided exemplary leadership to this Working Group project, to Fay Metcalf and Catherine Edwards, and to the Exxon Education Foundation, the Lounsbery Foundation, the J. Howard Pew Freedom Trust, the German Marshall Fund, and the North Atlantic Foundation.

PREFACE

As world or global studies begin to pervade the secondary school curriculum, teachers in the United States and other English-speaking nations seek new ways of organizing content about Europe. The traditional, and still typical, world history textbook "covers" Europe to be sure, but, as an English colleague suggested, "It is done as if Europe were a museum."

Most textbooks do indeed emphasize the Classical period, the Renaissance, the rise of nation-states and the two great global conflicts that arose on European soil. But contemporary Europe too often appears as a mere pawn in the ideological conflict between the two superpowers. This bibliography was developed to bring to the attention of teachers and others a selection of works that show Europe as it actually exists today—a great thriving continent peopled by diverse nationalities, speaking many languages and adhering to many different value systems, but all of them, to a greater or lesser degree, feeling themselves to be part of the great European family of nations.

The bibliography is structured so that one can obtain a useful and comprehensive overview of current affairs by reading only the works in the first section, "Contemporary European Society: An Overview." Other sections emphasize politics, economics, foreign relations, geography, national and ethnic diversity, culture, and history. The last section is devoted to resources particularly appropriate to the needs of classroom teachers.

Dr. Mark D. Rothman, an American colleague, prepared the materials on computer software. His article, "Teaching about Europe Using Computer Technology" will appear in *The Social Studies* in the Spring of 1986. But the great majority of the works described in this volume were suggested by Europeans. Several generous colleagues deserve special thanks for the efforts they made to help us search out books that not only fit our particular categories, but which also represent the European point of view. Among those who sent us extended suggestions are: Maitland Stobart, Deputy Director of Education, Culture, and Sport, Council of Europe; Margaret Shennan, English historian and former teacher; Professor Michael Williams, Senior Lecturer in Education, University of Manchester; and Niels Gullberg-Hansen, Headmaster, Stenlose Amtsgymnasium. As far as possible we followed up on their leads. However, we could not include all suggestions. We strongly felt that all books in this bibliography should be those that could be readily obtained in bookstores or large public libraries in North America and other English-speaking nations. Our other constraint was our belief that the list of books must emphasize topics our fellow educators felt were not well-covered in their textbooks. We hope the final selection of books will provide a handy guide for those who wish to study contemporary Europe. We ourselves feel considerably enriched by the opportunity to read them all.

We are deeply grateful to Theodore C. Achilles, former Counselor of the Department of State and Ambassador and Project Director of the Atlantic Council's Working Group on the Successor Generation, for giving us the opportunity to learn more about our overseas friends.

F.D.M. and C.W.E.

MEMBERS OF THE WORKING GROUP ON THE SUCCESSOR GENERATION

Atlantic Council Educational Program

CO-CHAIRMEN:

Dr. Edmund D. Pellegrino, Director, The Kennedy Institute of Ethics and John Carroll Professor of Medicine and Medical Humanities, Georgetown University; former President of The Catholic University of America

Dr. Mark H. Curtis, President Emeritus, Association of American Colleges

VICE CHAIRMAN:

Dr. James H. Billington, Director of the Woodrow Wilson International Center for Scholars

PROJECT DIRECTOR:

Theodore C. Achilles, former Counselor of the State Department, and Ambassador to Peru

ASSISTANT PROJECT DIRECTOR:

Martha C. Finley, former Administrator, U.S. Citizens Commission on NATO

STAFF DIRECTOR:

Martha E. Houle

ASSISTANT STAFF DIRECTOR:

Jessica Masten

MEMBERS:

John Agresto, Acting Chairman, National Endowment for the Humanities
Louise Armstrong, retired Foreign Service Office
Thomas A. Bartlett, Chancellor, University of Alabama System; former President, Association of American Universities
Carol Baumann, Director, International Studies and Programs, University of Wisconsin-Milwaukee
James Becker, Director, Social Studies Development Center, Indiana University
Ernest L. Boyer, President, Carnegie Foundation for the Advancement of Teaching
R. Freeman Butts, Hoover Institution
Donald H. Bragaw, Immediate Past President, National Council for the Social Sciences
Margaret S. Branson, Director, Curricular Services, Kern County Schools, Cal.
Harlan Cleveland, Director, Hubert H. Humphrey Institute of Public Policy; former U.S. Ambassador to NATO and Assistant Secretary of State for International Organization Affairs
Antonia Cortese, Vice President, American Federation of Teachers

George L. Crowell, Associate Dean, The Johns Hopkins University School of Advanced International Studies
Raymond English, Senior Research Associate, Ethics & Public Policy Center, Georgetown University
Alvin C. Eurich, President, Academy for Educational Development
Werner J. Feld, Professor of Political Science, University of New Orleans, Lake Front
Lincoln Gordon, former President of The Johns Hopkins University and Ambassador to Brazil
Sven Groennings, Visiting Professor, Institute of Higher Education, University of Georgia
Carole L. Hahn, Associate Professor, Emory University; former President, National Council for the Social Studies
Frances Haley, Director, National Council for the Social Studies
George H. Hanford, President, The College Board
John C. Harper, Rector, St. John's Church, Lafayette Square
Rose L. Hayden, Executive Director, National Council on Foreign Languages and International Studies
David Imig, Executive Director, National Association of Colleges for Teacher Education
David Kennedy, Professor of History, Stanford University
Mary Ann Kirk, President, Center for Citizenship Education
John Kourmadas, Assistant to the Executive Director, National Association of Secondary School Principals
Peter F. Krogh, Dean, School of Foreign Service, Georgetown University
Carol Laise, former Director General of the Foreign Service and Ambassador to Nepal
Robert Leestma, Associate Director, Field Initiated and Internal Studies Program, Department of Education
James R. Leutze, Chairman, Curriculum in Peace, War, and Defense, and Professor of History, University of North Carolina
Sheilah K. Mann, Director, Educational Affairs, American Political Science Association
Leonard H. Marks, Chairman, Foreign Policy Association; former Director of USIA
Howard Mehlinger, Dean, School of Education, Indiana University
Fay Metcalf, Educational Consultant, Rockville, Maryland
Steven Muller, President, The Johns Hopkins University
John Cardinal O'Connor, Archbishop of New York
William C. Olson, Dean, School of International Service, American University
George R. Packard, Dean, The Johns Hopkins University School of Advanced International Studies
Judith Torney-Purta, Professor of Human Development, University of Maryland; former Vice Chairman, U.S. Committee on UNESCO
Olin C. Robison, President, Middlebury College
Edna Rostow, former Consultant in Psychiatry, Yale University
Elizabeth Scott, Membership Services Director, Meridian House
George Seay, Woodrow Wilson International Center for Scholars
Thomas A. Shannon, Executive Director, National School Boards Association

Andrew F. Smith, President, Global Perspectives in Education
David C. Smith, Executive Director, Society for Values in Higher Education
Howard K. Smith, Television News Analyst
Mary Soley, Director of School Programs, Foreign Policy Association
Helmut Sonnenfeldt, former Counselor, Department of State
Jan L. Tucker, President-Elect, National Council for the Social Sciences
Richard W. Van Wagenen, Academic Adviser, Atlantic Council; former Dean of the Graduate School, American University
Ronald P. Verdicchio, Social Studies Coordinator, Ridgewood Public Schools, New Jersey
Robert E. Ward, Director, Center for Research in International Studies, Stanford University
Darnell M. Whitt, former Executive Director, Committee of Nine, and Member, U.S. Mission to NATO

EX OFFICIO MEMBERS:
Andrew J. Goodpaster, Chairman of the Atlantic Council
Henry H. Fowler, Vice Chairman of the Atlantic Council
George M. Seignious II, President of the Atlantic Council
Joseph W. Harned, Executive Vice President of the Atlantic Council
J. Allan Hovey, Director, Atlantic Council

I. CONTEMPORARY EUROPEAN SOCIETY: AN OVERVIEW

Ardagh, John. ***A Tale of Five Cities: Life in Europe Today.*** New York: Harper & Row, 1979.

John Ardagh has compared five European cities through such topics as town planning, relationship to central government, housing, cultural life, economic development, history and language and attitudes to foreigners. Using, as he says, the tools of the journalist rather than the sociologist, he has relied on observation and interviews for the bulk of his research. He has also clearly done his homework. At the back of the study were such questions as: "Has the development of economic ties in Europe led to any widening of horizons? Have the peoples become more aware of each other, through tourism, the media, or other factors? and if so, has this made them any fonder of each other? Do they feel any sense of belonging to the same European Society? —and do they even want to?" How he arrived at his conclusion that national governments are experiencing a revolution of control while European regionalism is growing is best discovered through reading the entire text. Still, if one is interested only in cultural life, for example, the book can also be read in parts. Anecdotes about each of the cities would make geography and history classes come alive. Ardagh has plenty of his own prejudices. Stuttgart he found run by the historic population of Swabians, whom he found addicted to the doctrine of "godliness is next to cleanliness." Bologna, the "red" communist-led town, has a peculiar social life that leads to Bolgonese smugness. The people of Newcastle have an inferiority complex. "We, you see," explained one resident, "are the Blacks of Britain, despised and exploited." The sense of local history is so pronounced in Toulouse that a question, "Did your family fight in the First or Second?" refers not to the World Wars, but to the Crusades. Knowing he would be doing a study in her city, a school girl wrote Ardagh a welcoming letter. "I am sure nobody can be disappoint about life in Ljubljana." Clearly Ardagh was not "disappoint"; he found Ljubljana charming.

Bailey, Anthony. ***Along the Edge of the Forest.*** New York: Random House, 1983.

Bailey traveled from Lübeck Bay on the Baltic to Trieste on the Adriatic. His purpose was to look at the land and people living on either side of a strip of ground that is at once a geographical border and a metaphysical "fault line." The book is compelling because so much of what Bailey reports is in the words of those most affected by a neutral zone that separates families and political belief systems. Sub-titled, "An Iron Curtain Journey," this book is appropriate for secondary students and is a useful resource for teachers preparing lectures on the East-West question or on the individual European nations that lie *Along the Edge of the Forest*.

Barnet, Richard J. ***The Alliance—America, Europe, Japan: Makers of the Postwar World.*** New York: Simon and Schuster, 1983.

"Twilight is descending on the familiar postwar world. This book is a

history of how that world was created and how it is coming apart." With these words, Barnet begins his sweeping and comprehensive story of the Western alliance that was forged from the ruins of World War II. His final chapter, "Mr. Reagan Celebrates and Confronts the New Nationalism," is less a celebration of the forty years of success of NATO and the other alliances that allowed the nations protected by the U.S. to rebuild themselves, than a dirge marking the end of U.S. military and economic superiority. "To the extent that the Americans looked at the Soviet threat in apocalyptical or ideological terms, the more attractive it became for Europeans and Japanese to reclaim responsibility for their own defense." And, "All through the 1970's by almost any measure—that is, productivity, rate of savings, energy conservation and product innovation—the protectorates had done better then the protector." Still, Barnet makes clear that North America, Europe, and Japan need one another as much as before. Uneasy as the alliance has become, it is not in danger of falling. What is needed is a new burst of innovative leadership. This is the best single book on the topic as it displays superb scholarship and it is written with verve and style.

Barraclough, Geoffrey. ***Turning Points in World History.*** London: Thames and Hudson, 1979.

The essays in this book originated in a television series broadcast in Japan in 1974 and first published in 1977. The content is that of five lectures concerning the ways in which Europeans view the world around them. Since the original audience was Asian, many comparisons are made to illustrate the differences in historical experience, cultural attitudes, and contemporary actions. The primary focus of the essays is on the process of modernization in Europe as compared to that of Japan. Such topics as point of view in world history, attitudes towards science and technology, interaction with the underdeveloped world, and the notion of cultural diversity are discussed in a fluid style. Barraclough's goal in these essays is to show why tolerance of different cultures, values, and ways of living is essential in the interdependent world created by modernization. He feels that the challenge for our generation is to reconcile the notions of "civilization" and "culture." If we fail to do that, Barraclough believes that the survival of human society as we know it is doomed.

Barzini, Luigi Giorio. ***The Europeans.*** New York: Penguin Books, 1983.

When European educators are asked what single book they would recommend as providing a useful overview of contemporary Europe, the answer to a man (and woman) is Barzini's. The educators all suggest that the characterization of their own people is a bit off, but that Barzini is completely accurate when he describes "the unperturbable British, the mutable Germans, the quarrelsome French, the flexible Italians, and the careful Dutch (Benelux)," Barzini does not use these characterizations lightly. They are his entry into the historical events that have shaped national characteristics and responses to the changes in western European society since 1945. He suggests there is already a strong belief that Western Europe is "One" in culture and ethos. But Barzini thinks the economic union is more fragile than is commonly understood. Much

of Europe's future hinges on the actions of the "baffling Americans." This is a first-rate book. It is witty in presentation, but deadly serious in purpose.

Bigsby, C. W. E., ed. ***Superculture: American Popular Culture and Europe.*** Bowling Green: Bowling Green University Popular Press, 1975.

The charm of this book is that it is written primarily by Europeans who assess the impact of American popular culture on their own nations of Western Europe. Believing that "historically obvious places to look for U.S. influence are the wrong places", and that "historically customary methods for estimating and locating influence are the wrong methods," the writer of one essay suggests that, in the case of architecture at least, one must go outside the normal channels of "fine arts transmission of ideas and influences" to Pop-Art, if one is to see how and where the U.S. influence is brought to bear. Reyner Benham's, "Mediated Environments or: You Can't Build That Here," is just one of the delightful works in the volume. There are also essays on American English in Europe, the impact on Europe of American foods and food technology, advertising, music, television, film, and several genres of literature. Marshall McLuhan describes the implications of cultural uniformity and Bryan Wilson discusses American religious sects in Europe. But the best essay is that by editor Bigsby. His wide-ranging review, "Europe, America and the Cultural Debate," sets the stage for the other essays and puts them into perspective. He neither celebrates nor deplores the considerable impact of American popular culture; instead, he sees it as a superculture, a "reservoir of shifting values and images splashed like primary colours across the consciousness of the late twentieth century.

Calmann, John. ***Western Europe: A Handbook.*** New York: Frederick A. Praeger Publishers, 1967.

One waits in vain for a new handbook as inclusive as this one. It belongs on every teacher's desk to be replaced only if a revised edition should be issued. Part One presents basic factual information on each of the twenty-seven separate entities with nation-state status in Western Europe. Entries include: geography and population, constitutional system and politics, recent history, economy, social security, education, and mass media. Thus it is useful for a quick check of facts, or, because data is comparable, it can be used by students preparing retrieval charts on specific items of concern. Part Two is a collection of essays on the topics of political affairs, economic affairs, social affairs and contemporary arts. Part Three focuses on attempts at European integration. In effect, this handbook serves as an abbreviated encyclopedia.

Freeman, Peggotty, ed. ***Europe Today and Tomorrow.*** London: Longman Group Limited, 1977.

This book is designed for a complete course of study on contemporary Europe. Eleven authors have contributed chapters about aspects of European society which keenly interest them and which either present urgent contemporary problems or provide insights and the ways of thinking necessary to the understanding of these problems. Communication and media, education, urban growth, politics and economics of the European Community, Third World concerns, and recreation and leisure are only a few of the topics covered. Since

the authors have extensive teaching experience, the materials presented in this book are well organized for students and supported with many illustrations. Both eastern and western Europe are dealt with in a balanced way so that no country is left out of the analysis. At the end of each chapter questions for discussion and further study focus on future issues in European life. Excellent bibliographies are included to help students and teachers investigate a variety of views on each controversial subject. Teachers will find this book to be a tremendous support in their teaching of modern Europe.

Geipel, John. ***The Europeans: The People, Today and Yesterday, Their Origins and Inter-relations.*** New York: Pegasus, 1970.

John Geipel's brief survey of the early settlement of Europe, the distribution of languages and physical traits adds much to one's understanding of the human diversity within that continent. His points are well supported by maps and photographs from archaeological, historical, and modern sources. History teachers will value the author's country-by-country analyses linking the physical traits of modern Europeans to their past. Geipel cautions the reader not to draw erroneous conclusions from the anthropological data. In this way he illuminates the controversy surrounding certain current racial theories without forcing the reader to become an expert on the subject. Students would enjoy the descriptive passages of various groups.

Hoffman, Stanley, ed. ***Culture and Society in Contemporary Europe: A Casebook.*** London: Allen & Unwin, 1981.

Selections made for this edited work are based on the belief that in the last half century the relationship between society and culture has become so intertwined, one cannot evaluate either without consideration of the other. Knowing that, one can readily understand the purpose for the sections of the book: The Social Significance of Cultural Forms, Cultural Criticisms in Advanced Industrial Society, Culture and Change, Culture and Protest, and European Culture: Memory and Vision. The bulk of the essays are reprints; some appear in English for the first time; a few were commissioned for this publication. As one would expect, Lukács, Sartre, Brecht, and Crozier are represented. But also included is Mihailo Markovic's "Marxist Philosophy in Yugoslavia: The Praxis Group," and the first English translation of Umberto Eco's, "The Modes of Cultural Fashion in Italy," in which Eco suggests that if you know *Games People Play*, you will understand the passion of Italian intellectuals to be "up-to-date" in their ideas and opinions. Meant as a college-level textbook, this work could also be used for advanced level secondary students.

Jones, R. Ben. ***The Making of Contemporary Europe.*** New York: Holmes and Meier Publishers, Inc., 1980.

Few surveys present such a clear description of contemporary Europe as Jones does in a mere 200 pages. He describes the Cold War, the creation of the European Economic Community, the institutions of the EEC, the importance of France and Germany in shaping European institutions, the COMECON, the move from the Cold War to Détente, and emerging patterns of Western diplomacy. The writing is clear and lucid, but the most outstanding character-

istic of this book is the clever use of graphics. One could learn a great deal about Europe merely by examining the excellent charts, graphs, and unusually explanatory maps. This is a useful book for teacher background or for student research.

Lee, Andrea. ***Russian Journal.*** New York: Random House Inc., 1981.

Entries in this journal trace the experiences of Lee and her husband, a Harvard graduate student who studied at Moscow State University for ten months. Because they lived in the Stalin-era monolithic "wedding cake" building that houses the university, Lee and her husband made many friends among the Soviet students. Thus they were able to share experiences not open to "official guests." With their Russian friends they went on rambles in the countryside, to "hippie" Russian nightspots, to the free open market on the edge of the city, and stood in the omnipresent lines to buy groceries. Lee seems to report fairly the attitudes of friends who ranged from those who were staunch supporters of the government to those who were dissidents, but loyal to their land, to those who were doing what they could to emigrate. The book is well written, fresh in its descriptive passages, and easy to read. Selections from this book have appeared in American newspapers and *The New Yorker.*

Mellor, Roy E. H., and E. Alistair Smith. ***Europe: A Geographical Survey of the Continent.*** New York: Columbia University Press, 1979.

Filled as it is with descriptions, statistics, maps and charts, this book is still eminently readable. It provides a panoramic view of Europe's landforms, climates, political boundaries, populations, and economies from pre-historic times to the present. There is little coverage of the Soviet Union because the authors believe it has become so distinctive in its present setting it no longer makes sense to differentiate European Russia from Asiatic Russia. It is difficult to point out sections of this work that are better or more useful than the rest; it is all good. It places strong emphasis on the period after 1945, when, "A New Europe Emerges." The final chapter "The Vision of Europe in the Year 2000," presents a prophecy based on an analysis of contemporary trends. The work is especially useful to history and geography teachers. But it provides a good read for anyone curious as to how Europe became what it is today—physically, socially, politically, and economically.

Monaco, Paul. ***Modern European Culture and Consciousness, 1870-1980.*** Albany: State University of New York Press, 1983.

This is a challenging book, one that is most useful for those who already have a solid knowledge of European literature, film, philosophy, and politics. However, it is also the sort of book that encourages one to quickly improve his fund of literary experience. Monaco's thesis is that following 1945, both the United States and Europe have influenced each other to the degree that one could now quite properly speak of a Euro-American culture that may increasingly become the core of a common global culture held together by the electronic communications media and air transportation. To show how this is evolving, Monaco traces European expressions of consciousness—individual, revolutionary, and reactionary. Each form of consciousness arises from at-

tempts to mediate aspects of modern experiences. While earlier expressions were tinged with what Monaco calls the "European disease of nationalism," the apparent success of the European community may be mitigating that disease. He believes Europe may again lead the world: not through something so grandiose as a Renaissance, but by moving from naivete toward maturity.

Rougemont, Denis De. ***The Idea of Europe.*** Translated by Norbert Guterman. New York: The Macmillan Company, 1966. And Hay, Denys. ***Europe: The Emergence of an Idea.*** Revised edition. Edinburgh: Edinburgh University Press, 1968.

Teachers new to European studies will surely wish to read either or both of these classic works. Rougemont focuses on how people from the time of Homer have come to think of Europe as a cultural unit. He uses extended quotations from the works of those who were present at the origins of European civilization—those he labels as "eyewitnesses to history." His sources represent twenty-eight centuries of history, literature, and philosophy in twelve ancient and modern languages. Rougemont himself provides a brilliant narrative bridge to the hundreds of ideas about Europe he explicates. In contrast, Hay limits his work to the emergence of the idea of Europe, not to its full development after the eighteenth century. Both authors give due attention to the notion that Europe is much older than the European nations, and that Europe has always fulfilled a universalizing function—it has furthered the concept of one-world and fostered the dream of the eventual unity of the human race.

Segal, Gerald, ed. ***Nuclear War and Nuclear Peace,*** New York: St. Martin's Press, 1983.

Four authors (three British and one North American) have contributed to this thought-provoking book about the nuclear debate, hoping to offer some useful policies for future discussion. There is an examination of the nature of both the Soviet and U.S. threats, the idea of deterrence, and the arms race (including some easy-to-understand technological facts). The difference between disarmament and arms control is explained clearly, with proposals for the future. The most interesting essays concern the position of Europe, which is caught between the two superpowers and Britain. The chapter on Britain examines issues about nuclear weapons that could be generalized to any country: Is there a threat? Should it retain, or acquire a nuclear deterrent? Is it affordable? What about the morality of nuclear weapons? Ideas from this book could be included in lectures, or used to stimulate and enhance classroom discussion. It is a thought-provoking book.

II. EUROPEAN POLITICS

Allardt, Erik, ed. ***Nordic Democracy.*** Copenhagen: Det Danske Selskab, distributed by Munksgaard, 1981.

Subtitled "Ideas, Issues, and Institutions in Politics, Economy, Education, Social and Cultural Affairs of Denmark, Finland, Iceland, Norway, and Sweden," this book is clearly an encompassing look at the Nordic Community. The editors and writers of articles represent the five major countries of Nordic influence as well as the three self-governing island regions of Greenland, the Faroe Islands, and the Aland Islands. For this group of northern nations, the term "Nordic" is more accurate than "Scandinavian." The volume describes the varieties of participatory democracy represented in the Nordic Council. While the editors explain that the "Norden" is still a model of the Middle Way, a broadened application of the democratic welfare state, they admit that problems of recent years have made the model less attractive. The people of the Nordic Community are, as they say, "Less confident, but still undaunted."

Ascherson, Neal. ***The Polish August: The Self-Limiting Revolution.*** New York: Viking Press, 1982.

Because of its journalistic style and the deep emotion that creeps into many descriptive passages, this book appeals to secondary students. That statement does not imply the book lacks substance. In fact, Ascherson presents a solid overview of Polish history from the close of World War II until the end of 1981. He explains the reason for what he calls the "self-limiting revolution" of 1980 which began at the Lenin Shipyard in Gdańsk, and the roles played by Lech Walesa, the Roman Catholic Church, the Polish Government, the Communist Party, and Marshall Kulikov, the Soviet commander of Warsaw Pact forces. This book would be particularly useful as a resource for student reports on contemporary Poland.

Berghe, Guido van den. ***Political Rights for European Citizens.*** Aldershot, Haunts, England: Gower Publishing Company Limited, 1982. And Beddard, Ralph. ***Human Rights and Europe.*** London, Sweet and Maxwell, 1980.

The inspiration for Berghe's book was the problems encountered with the establishment of a uniform electoral procedure in all the member states of the European Communities for direct elections to the European Parliament. Questions related to citizens of one member state who lived abroad—either in a second member state or in a non-affiliated nation. Were such citizens to vote in the nation in which they lived? Could they vote at their own nation's embassy? Could they vote by mail? Because the European Community wanted political rights for people living abroad, but because the European Parliament also felt compelled to stay out of internal politics of the member nations, the question of political rights is a difficult one to solve. Beddard's work is a survey of the implications of what he considers to be the greatest achievement of the

Council of Europe: The European Convention for the Protection of Rights and Fundamental Freedoms. His book describes the background to the convention, the potential implication of the convention, and the impact on the individual European in his personal life, community, and relationship to the law. There are also chapters on restrictions to rights and freedoms and procedural limitations to human right's guaranties. Both books are useful as reference materials.

Besemeres, John F. ***Socialist Population Politics: The Political Implications of Demographic Trends in the USSR and Eastern Europe.*** White Plains: M. E. Sharpe, 1980.

This book is useful for two purposes. It describes the approach and focus of demography as a scholarly study in the socialist nations and it describes uses of population statistics in the nations of Poland, Yugoslavia, and the Soviet Union. A dramatic decline in birth rates took place in these countries during the 1950's and 1960's, and this resulted in what Besemeres describes as agonizing reappraisals of population policies and doctrines. Socioeconomic problems brought about by shortages and imbalances of labor supplies made the spector of depopulation a policy, as well as an emotional, issue. There have also been concerns over ethnic relations, interest groups, and migrations. The picture has changed in recent years with both population and unemployment increasing. The book provides a useful source of data for students or teachers doing studies on the political repercussions of population shifts.

Bailer, Seweryn. ***The USSR After Brezhnev,*** Headline Series 265. New York: Foreign Policy Association, 1984.

Even though this booklet was written when Yuri Andropov was the top leader of the Soviet Union, it is worthwhile. In straight-forward language, it describes the legacy of Brezhnev in both domestic and foreign policy, the economic and social problems facing the Soviet people during the 1980's, the reforms Andropov attempted to institute, foreign policy under Andropov, and policies of the Western nations toward the Soviet Union. The booklet concludes with a series of provocative discussion questions. A reading list is provided for students who wish to know more about the history, politics, and foreign affairs of the USSR. Like all booklets in the Headline Series the cost is moderate, the illustrations are attractive and informative, and the reading level is appropriate for high school students.

Cameron, David M., ed. ***Regionalism and Supranationalism: Challenges and Alternatives to the Nation-State in Canada and Europe.*** Montreal: The Institute for Research on Public Policy and Policy Studies, 1981.

The papers in this volume were originally presented at an intensive seminar held in 1980. Both Canada and the states of Western Europe are under pressure from within—demands for political regional autonomy—and from forces outside the states' frontiers. Conference participants concluded that "creeping federalism" might bring to Europe a federation of federations, but supranationalism would remain a concept alien to the Canadian vocabulary.

The most useful essay in this volume is "National Politics and Supranational Integration," by Helen Wallace. Her review of the accomplishments and problems of the European Community is brief but penetrating.

David, Rene. ***Major Legal Systems in the World Today.*** Translated by John E. C. Brierley. London: The Free Press, Collier-Macmillan, Limited. 1968.

Because it does indeed describe the central legal systems of the world today, this book is a useful resource for teachers. David focuses on both the historical formation of legal systems and the structure of laws—the concept of legal rule, judicial organizations, and the interrelationships of cultural values and law. The book is divided into five sections: "The Romano-Germanic Family of Law," "Socialist Law," "The Common Law," "Religious and Traditional Laws," and the "Laws of Africa and Malagasy." Most interesting to social studies teachers are the insights David provides into the cultural contexts of law. For example, "the English do not think of the Common Law as a system of 'national' law; it is much more 'the common heritage' of the English speaking peoples: And, "In all the countries of the Romano-Germanic family, legal science places the rules of law in the same principal categories. Everywhere the same great basic difference between public and private law is found." The book concludes with an excellent bibliography.

Ellison, Herbert J., ed. ***Soviet Policy Toward Western Europe: Implications for the Atlantic Alliance.*** Seattle: University of Washington Press, 1983.

This book provides an interesting perspective on European affairs. Although the title would suggest the content is primarily focused on international concerns, it is really a study of politics in the broad sense. In a series of essays, a respected group of scholars presents an analysis of Soviet attitudes toward West European Communist Parties, the non-communist left, French and German political and economic policies, and the implications for the United States of Soviet policies toward Western Europe. One of the most interesting essays is Michael Sodaro's review of "Soviet Studies of the Atlantic Alliance." Students always enjoy an examination of "as others view us," so this particular chapter would provide challenging teaching material. Teachers themselves would benefit from reading all the essays.

Feld, Werner J., ed. ***The Foreign Policies of Western European Socialist Parties.*** New York: Praeger, 1978.

While it is true that the strength of the socialist parties of Western Europe rise and fall over time, it also remains true that socialist philosophy plays a major role in European politics. This particular book does not cover all the socialist parties of Western Europe. Instead, it focuses on Great Britain, Germany, France, Italy, Portugal, Norway and Sweden. These were chosen for their important impact on international politics resulting from either their size or their location. The book is particularly useful for teachers who would like to enhance their own knowledge of socialism as it is applied. But because each chapter is so clearly written, it could also be read by upper-level secondary students.

Fitzmaurice, John. ***The Politics of Belgium: Crisis and Compromise in a Plural Society.*** New York: St. Martin's Press, 1983.

It is difficult to find an English-language book that so thoroughly describes the history, government, economy, politics, and foreign policy of the smaller European nations. This account is thorough, but not too detailed for the ordinary reader. It is especially strong in its discussion of the political parties and party systems, trade unionism, employers' organizations, and the Walloon and Flemish movements. Belgium, because it is headquarters for so many multinational organizations, plays a more important role in European society than its size would suggest.

Henig, Stanley, ed. ***Political Parties in the European Community.*** London: Allen and Unwin Ltd., 1979.

Because of the move to the direct election of a European Parliament, and the role political parties inevitably play in such elections, there is need for a work such as this one. The recent history, 1968-1979, of political parties in each of the first nine members of the European nations is analyzed. Then, in two separate chapters by different authors, the transnational parties in the European Community are described. Party groups in the European Parliament and the development of European party federations provide the focus. The editor concludes that the ability of political parties as entities to create a new political order is questionable. Even though any work on politics becomes quickly dated, this is a useful book for obtaining a basic understanding of complicated institutions.

Herz, John H., ed. ***From Dictatorship to Democracy: Coping with the Legacies of Authoritarianism and Totalitarianism.*** Westport, Greenwood Press, 1982.

This edited work describes the influences that led nations from dictatorships (or strongly installed authoritarian regimes) to "successor democracies." Two groups of nations are discussed: those that experienced defeat in World War II, and those whose dictatorships were replaced in the 1970's. Included in the first group are Germany, Italy, Japan, and the "affected" nations of France and Austria. Spain, Portugal, and Greece make up the second group. The several authors describe the relative dangers democracies have suffered from threats of communist and fascist takeovers and how those threats have affected perceptions of democracy and the practice of government.

Kinross, Lord (Patrick Balfour). ***Ataturk: The Rebirth of a Nation.*** London: Weidenfeld and Nicolson, 1964.

This engaging work is at once a biography of Mustafa Kemal and a survey of Turkey's period of modernization. As a revolutionary, a war hero, and the first president of the Turkish Republic, the man known as Ataturk, or "Father of the Turks," forced westernization on a disparate people who had been caught up in the dissolution of the Ottoman Empire and a crushing defeat in World War I. It is obvious that although Lord Kinross found Ataturk to be harsh and dictatorial, he still admired the President's ability to bring to Turkey "a state of society entirely modern and completely civilized in spirit and form," and Kinross rejoiced that, by 1964, the Turkish Republic was a reliable ally and

good member of the Atlantic Alliance. Today, Turkey is the third largest recipient of U.S. aid and a major NATO outpost. Although the democratic nation Ataturk (and Lord Kinross) dreamed of has not been realized, a recent Helsinki Watch commission report suggested new reason for hope. This book is highly recommended for students who wish a feel for the "great man" theory of history, or who would simply like a good overview of the early years of the Turkish Republic.

Maxwell, Kenneth, ed. ***The Press and the Rebirth of Iberian Democracy.*** Westport: Greenwood Press, 1983.

Textbooks and general surveys of Europe provide little up-to-date information on Portugal and Spain. One would expect that as these nations enter the European Economic Community in 1986, a number of useful works will appear. Until then, however, this book is perhaps the best available for teachers' use. The bulk of the book is a description and analysis of the role of media in the Iberian nations' drive to democratic government. But the most important chapter is the first one, "The Transition to Democracy in Spain and Portugal." It is a lucid and succinct account of political change from the dictatorships of Franco and Salazar to the current fragile but operating democratic states.

Moreton, Edwina, and Gerald Segal, eds. ***Soviet Strategy Toward Western Europe.*** Boston: Allen and Unwin, 1984.

This book is about the dilemmas faced by the Soviet Union in its European policies. Topics discussed include: the broad factors in Soviet policy-making, such as ideology and the bureaucracy; external factors such as the political importance of the U.S., Germany, and China; and the effect military actions, economic planning, and arms control talks have on policy in Europe. This book is well-organized, clear, and gives a different perspective on Soviet actions. It would lend itself very easily to lectures on the Soviet Union, comparisons between the two superpowers, or defense policies in general.

Paterson, William E., and Ian Campbell. ***Social Democracy in Post War Europe.*** New York: St. Martin's Press, 1974.

Up-to-date when it was published in 1974, this succinct work remains useful for its clear exposition of how socialist parties in Western Europe developed, the ideological differences of the several European national parties, the dimensions of party support and the influence of socialist parties on both domestic and foreign policies. The rise and fall in popularity of the social democratic parties from the end of World War II until the mid-1970's is clearly described. Teachers will find this short volume a good complement to the Ellison book described above.

Schaufele, William E., Jr. ***Polish Paradox: Communism and National Renewal.*** Headline Series, 256. New York: Foreign Policy Association, 1981.

Schaufele was U.S. Ambassador to Poland from 1977 to 1980. He was an eyewitness to the workers' strikes of the summer of 1980. Perhaps that

experience prompted him to open the first chapter of this book with a stanza from the Polish National Anthem. It proclaims that, "Poland shall not perish as long as we are alive." The strikes of 1980 transformed Polish society. Schaufele documents the conditions and events that led up to the Solidarity movement, and then puts into perspective the responses of Poland's own government as well as those of the Soviet Union. Although he tempers his hope that the gains made by the Polish people will be permanent by acknowledging they "could be wiped out with a single Soviet decision," he remains hopeful. Secondary students would appreciate the understanding of the Polish situation this booklet provides. They would also benefit from reading the author's personal epilogue. Schaufele's strong admiration for the Polish people is evident.

Sodaro, Michael J., and Sharon L. Wolchick, eds. ***Foreign and Domestic Policy in Eastern Europe in the 1980's.*** New York: St. Martin's Press, 1983.

Nine experts examine the political, economic, and social concerns of Eastern Europe. They provide a comparative examination of problems common to the region as a whole and an in-depth treatment of specific issues in the six largest Eastern European nations. The individual essays range from William Zimmerman's analysis of decision-making in post-Tito Yugoslavia, to Michael Sodaro's discussion of how international concerns affect the domestic policies of the German Democratic Republic. COMECON and the Warsaw Pact are analyzed in light of their history—the differences between plans and realities. Robert Kanet's essay on Eastern Europe's growing relationships with the Third World is timely and provocative. Each of the essays in this collection provides an opinion about the role of the Eastern European nations in the last half of the decade. Taken together, they constitute an intriguing overview.

Whetten, Lawrence L. ***Germany East and West: Conflicts, Collaboration, and Confrontation.*** New York: New York University Press, 1980.

Whetten suggests that a collective German self-image that would support a unified Europe no longer exists. What he believes will occur is a relationship parallel to that of Germany and Austria. That would not be an unhealthy state, Whetten claims: "While the Germans have divided themselves and are seeking new national self-images and identification, they still regard each other as kinsmen with an ambivalent sense of curiosity and indifference." The book is useful for its statistical studies of relationships between the two German nations and a comparison of the differences. It also contains a list of formal agreements between the FRG and the GDR.

III. EUROPEAN ECONOMICS

Feld, Werner J. ***West Germany and the European Community: Changing Interest and Competing Policy Objectives.*** New York: Praeger, 1981.

This is a fairly up-to-date analysis of the role of West Germany and the unification question as it relates to the changes necessary for the EC to become the strong and major economic international power it could be. With its current thirteen members, the economic power of the Community surpasses that of the United States. It could also have enormous strategic power, particularly in foreign relations with the Third World. As long as the goals of the West Europeans remain closely aligned with those of the United States, Feld considers the possibility of a United Europe as positive. However, obstacles for a true European union remain enormous.

Hill, Brian E. ***The Common Agriculture Policy: Past, Present and Future.*** London: Methuen, 1984.

Part of Methuen's continuing series on the affairs of the European Community, Hill's book provides a thorough analysis of European policies on agriculture. The book begins with a review of agriculture as a problem area of economic and social policy, and provides an overview of the agricultural policies of the various European nations before the existence of the Community. Then, in turn, Hill deals with the formation of the Common Agricultural Policy of the Community, the monetary problems arising from the "green" currency system, the problems of surplus crops, the criticisms of policy and reform proposals, the impacts on policy arising from the admission of new members to the Economic Community, and the possible future changes in policy. The book is free of technical jargon, but full of useful analyses of statistical data.

Jones, R. Ben. ***The Making of Contemporary Europe.*** New York: Holmes and Meier Publishers, Inc., 1980. (See Section I.)

Kennet, Wayland, ed. ***The Futures of Europe.*** New York: Cambridge University Press for the Commission of the European Communities, 1976.

The idea for this book came from the feeling that as the European Community neared its third decade, it was time to set new goals for economic, monetary and political union. "Europe Plus Thirty" is a study of the foreseeable or possible developments over the next thirty years. The first part of the book deals with the techniques of forecasting—the inputs one needs, the methods for information gathering, and means of analysis and presentation. Part Two discusses sixteen separate fields—science and technology, energy, climate, population, and social structures, for example—and the possibility of long-term forecasting for each. Part Three is a synopsis of work done in "Technology and Assessment," and Part Four describes the way in which the "Europe Plus Thirty" study can be applied to the existing institutions of the European

Community. This is an excellent source, both for its clear description of methodology and for the useful, succinct surveys of components of European life.

Krane, Ronald E. ***International Labor Migration in Europe.*** New York: Praeger Publishers, 1979.

This is a superb book; it is unfortunate that it is now somewhat out-of-date. However, for knowledge about the economic goals behind migration in Europe until approximately 1977, this is a superior source. The introduction, by editor Ronald Krane, presents an intelligent summary of the chapters that follow. The labor-importing countries of Sweden. Switzerland, the Federal Republic of Germany, Great Britain, the Netherlands, and France are dealt with first. Then the labor-exporting nations of Italy, Spain, Portugal, Yugoslavia, Greece, and Turkey are covered. A short comparative analysis of Mexico-United States and West European migration concludes the work. With minor exceptions, the authors of the country studies are nationals, and they are all either university professors or government administrators of immigration-emigration departments. Each of the essays presents background information, population and economic statistics, a discussion of the types of manpower involved, return policies or naturalization policies, and a summary of the impact of migration on the nation in question. This is a first-rate work with useful background information for the teacher or serious student.

Lee, W. R., ed. ***European Demography and Economic Growth.*** New York: St. Martin's Press, 1979.

Dealing with population growth, economic development and social change in Europe, 1750-1970, this edited work takes its strength from the outstanding scholarship of the nine authors. The work is especially useful for its comparative analysis. If one considers changes in territorial boundaries, the book really encompasses thirteen individual nations—ranging from the Scandinavian states of Denmark, Norway and Sweden, to Germany, Italy, and France, Portugal, the Low Countries, and Austria-Hungary. Previously such comparative data was inaccessible because of language barriers and because the majority of such studies were published in local journals. For teachers who are beginning to infuse historical demography into their teaching of European economics, this work provides most useful statistical charts.

Lieber, Robert J. ***Oil and the Middle East War: Europe and the Energy Crisis.*** Cambridge: Center for International Affairs, Harvard University, 1976.

The October 1973 Middle East War exacerbated the European energy crisis. What surprised much of the world was the lack of European cohesiveness in developing a response to this external crisis. Until the Yom Kippur War, claims Lieber, the European Community had come to be regarded as a major actor in international affairs, especially in its economic dimensions. Instead of holding together during the crisis, the EC member nations vacillated, scrambled for bilateral treaties, or pinned their hopes on the U.S. and the creation of the International Energy Agency. After describing the European response to the oil

crisis, Lieber presents five propositions that could be used by teachers as generalizations for examining other international events that could affect the stability of Europe. Lieber concludes his own case study by suggesting that, increasingly, national problems will have to be solved at the multinational level.

Minshull, G. N. ***The New Europe: An Economic Geography of the EEC***, Second edition. London: Hodder and Stoughton, 1980.

This second edition of Minshull's book presents an examination of the European Economic Community that is more thorough than most. It truly combines the economy and geography of the member nations (the first nine) and places them in a historical context. Topics covered include energy, industry, agriculture, trade, transport, and population. Using the organizer of "regions and regionalism," Minshull also discusses such areas as the North-Rhine Westphalia "crossroads," the Mezzogiorno problem region of Italy, and Eire as an Atlantic "fringe" nation. The maps, graphs, and charts used are particularly well done. They are easy to interpret, and yet they provide unusually detailed information. Minshull's central thesis is that Western Europe must cooperate if it is to stem its disadvantage vis-à-vis the United States and the Soviet Union. The size of those superpowers—the USSR is nine times the size of Western Europe—is no longer a disadvantage to them. Air transport and the rich resources of the super powers mean they can expect brighter prospects in the twenty-first century than any single Western European could possibly have if it were to act alone. EEC cooperative action is essential. It is to be hoped that Minshull will soon produce a third edition of this book, providing as thorough an analysis of the new nation members as he has done with the nine.

Vaughan, Richard. ***Twentieth-Century Europe: Paths to Unity.*** London: Croom Helm, 1979.

The strength of this book lies in the last four chapters which describe in detail the growth of the common market from the original six members in 1958 through the preparations for the entry of Greece in 1981. Relations of the European Economic Community with Australia, New Zealand, and Japan are highlighted. In fact, Vaughan feels that the most important trends in EEC history are its increased influence outside of Europe and its creation of institutions and policy not dreamed of when the Treaty of Rome was signed.

IV. ATLANTIC RELATIONS

Barnet, Richard J. ***The Alliance—America, Europe, Japan: Makers of the Postwar World.*** New York: Simon and Schuster, 1983. (See Section I.)

Broadhurst, Arlene Idol, ed. ***The Future of European Alliance Systems: NATO and the Warsaw Pact.*** Boulder: Westview Press, 1982.

This book of essays lines out the different European security alliances (both the Warsaw Pact and NATO) and their futures. Topics covered include the present problems (and possible solutions) in NATO and how European nations can ensure their own defense. The Warsaw Pact is discussed from many different perspectives as well: its organization, vulnerabilities, and possible future. One piece compares both alliances from the economic viewpoint, and contains excellent charts and graphs. Some of the essays are quite theoretical, such as those on the formation and disintegration of alliances, and a few are more oratorical than informational. The book is recommended because it discusses both NATO and the Warsaw Treaty Organization, and because the several authors exhibit many different viewpoints. Even though not all the essays will be helpful to every instructor, this is a useful sourcebook.

Chace, James, and Earl C. Ravenal, eds. ***Atlantis Lost: U.S.-European Relations After the Cold War.*** New York: New York University Press, 1976.

This book is about the problems of the Atlantic Community. The essays were written in the shadow of the Middle Eastern crisis of 1973-74, and are sensitive to the particular issues emerging at that time. The essays consider such topics as the "Abdication of Europe" (the Europeans will allow their current situation to continue, rather than making positive changes); the drive towards European unity, its desirability, and price; the Atlantic economy and its current crisis; and, most interesting for classroom discussions, a thorough examination of the alternatives for the future of Europe and America, and their alliance. Some of the essays are more theoretical than others, making them more interesting but potentially less useful. Examples of this are discussions about the nature of society and how to deal with the future. There is much good background material, but some gleaning will be necessary to gain the nuggets of information.

DePorte, A.W. ***The Atlantic Alliance at 35***, Headline Series 268. New York: Foreign Policy Association, 1984.

This easy-to-read book is more about the history and background of the Atlantic Alliance than current events. The coverage is not deep, but the questions examined would be interesting to both teachers and students. The author considers the aims and intentions of the Alliance and its strategies which, by the nature of the perceived Soviet threat, must be global; economic relations between the member countries; and the problem with the Third World. There are good discussion questions at the end of the book.

DePorte, A.W. ***Europe and the Superpower Balance***, Headline Series 247. New York: Foreign Policy Association, 1979.

The author has been an official of the United States Department of State; his book is about the "role of Western Europe in the postwar international system." Events of pre-World War I to the present are discussed, including a look towards the future. This is a clear, easy-to-read booklet that would be useful as background material for the teacher wanting to get a grasp of the history of the superpower struggle or for a bright high school class. The author does a good job of explaining and illustrating background history in a succinct manner. Discussion questions are included.

Geusau, Frans A.M. Alting von, ed. ***Allies in a Turbulent World: Challenges to U.S. and Western European Cooperation***. Lexington: Lexington Books, 1982.

This collection of essays by different authors was designed by its editor to help illuminate the political choices that affect the future of European-American relations. While some of the essays are too detailed or technical for easy reading, many of the issues are of importance. Of particular interest are: an essay that views the Atlantic Alliance from America and Europe; one that defines détente and its achievements; a discussion of one-on-one relationships after the invasion of Afghanistan; the essays on security (the threat to European security, the future of the Arms-Control Negotiations); and a projection of what the future holds for American-European relations. Some more theoretical essays such as one entitled "Pluralist Democracies in a World of Repression" are suitable as research material for advanced students.

Goldsborough, James Oliver. ***Rebel Europe: How America Can Live With a Changing Continent***. New York: Macmillan, 1982.

The author spent many years in Europe as an American foreign correspondent; this book is the result of his experiences and observations. It is about the changes in Europe (mostly, the move away from the United States and how they affect both Europeans and Americans. The author presents changes in U.S. trade and defense agreements with England, France, and Germany as examples of the new attitudes these nations have toward each other. Because Goldsborough uses the very broad concept of change as his organizer, the book is a bit fragmented. Nonetheless, it is useful and interesting.

Grosser, Alfred. ***The Western Alliance***. Translated by Michael Shaw. New York: Continuum, 1980.

Published simultaneously in France and Germany in 1978, but available to English language readers only after Shaw's excellent translation, this book quickly became a classic. It provides an excellent foil for the Barnet book described in Section I because it covers the same dimensions of change since World War II, but from a Western European perspective. Grosser, an accomplished scholar in the fields of French and German foreign policy and politics, is also concerned with the ethics of political action—and he brings that dimension to this study. Grosser believes that in spite of problems the Alliance will last. The need for defense; the capitalistic economy that ties the United

States, Western Europe, and Japan together; and the common values of Alliance members are factors that will withstand the inevitable differences. Because this book displays superb scholarship and because it is a European, rather than an American perspective, it is highly recommended.

Gutteridge, William, ed. ***European Security, Nuclear Weapons, and Public Confidence.*** New York: St. Martin's Press, 1982.

This collection of papers is the result of three different conferences on European security. Because they were originally developed as conference papers, the essays are narrow but well-supported and well-researched. They cover the impact of arms control on European security, the movement of the East-West confrontation from Europe to other areas of the world, the implications of different new technologies, and problems of the Arctic and Baltic areas. There is also a section on natural resources. The value of this book is in its multinational perspective (the authors are European) and its unique subjects.

Segal, Gerald, ed. ***Nuclear War and Nuclear Peace.*** New York: St. Martin's Press, 1983. (See Section I.)

Serfaty, Simon. ***Fading Partnership: America and Europe After 30 Years.*** New York: Praeger, 1979.

This book by the Director of the Washington Center of Foreign Policy Research concerns United States policy towards Europe. Topics discussed are the recent (beginning in the Nixon era) changes in U.S. foreign policy, the Atlantic Alliance at its inception and its current problems (the "security gap") and possible solutions to those problems. The last section of the book is devoted to non-military problems faced by the Alliance, such as economic and ideological tensions. The last chapter, on the possible future of Europe and the United States, might be the most useful for the initiation of discussion in a high school class. In general, this is a thought-provoking, interesting, and readable book.

Tucker, Robert W., and Linda Wrigley, eds. ***The Atlantic Alliance and its Critics.*** New York: Praeger, 1983.

Rather than actually discuss critics of the Atlantic Alliance, this book discusses its history, present condition, and problems. Despite the fact that it does not live up to its title, it remains useful. The essays dealing with history illustrate the events leading up to the formation of the Alliance, and its current dilemma. Despite the military dependence of the European countries on the United States, their interests often clash on other matters. Other essays detail the differences and similarities between the American and European halves of the Alliance, their perceptions, fears, interests, and strategies. There is some examination of American criticisms of the Alliance, and possible future directions. In all, this book looks at some interesting questions useful to a teacher hoping to get students to further examine the whole idea of the Alliance.

Vigeveno, Guido. ***The Bomb and European Security.*** Bloomington: Indiana University Press, 1983.

This book, although it is written mostly from the NATO point of view, remains clear and unbiased. Various realities of the nuclear world, options for the nuclear powers and Europe, and progress in arms control talks are discussed thoroughly and unemotionally. It does not, of course, cover every possible topic, but those discussed are easy to read, understand, and use. This book would also be useful for the bright student starting a research project.

Zinner, Paul E. ***East-West Relations in Europe: Observations and Advice from the Sidelines, 1971-1982.*** Boulder: Westview Press, 1984.

This collection of essays by the same author deals with various aspects of East-West relations in Europe. The first part describes aspects of current Soviet and NATO policies, the Vienna talks on arms reductions, the Soviet SS-20 missiles, Poland, and American foreign policy options. The second part covers current and future options for NATO, the European peace movements and the neutrality movement, and the various economic, military, and security problems which Europe will face in the future.

V. EUROPE AND THE WORLD

Cosgrove-Twitchett, Carol. ***A Framework for Development: The EEC and the ACP.*** Boston: Allen and Unwin, 1981.

This book opens with a marvelously graphic vignette of the signing of the second Lomé Convention in 1979. Cosgrove-Twitchett makes the point that even though the ACP (African, Caribbean, Pacific) nations felt themselves treated as less than equal partners during the period of Lomé 1, the need for Lomé 2 was never in question. However, the developing nations had real and serious concerns. Cosgrove-Twitchett explains their needs for expanded markets for exports, higher and more stable prices for exports, increased flow of finance from North to South, greater access to industrial technology, and, most importantly, the promotion of more and stronger partnerships at the global level through an enhanced role for the Third World nations in economic institutions. The book is brief and informative. It would be particularly useful for teachers of economics, international politics, or current world affairs.

Feld, Werner, ed. ***Western Europe's Global Reach: Regional Cooperation and Worldwide Aspirations.*** New York: Pergamon Press, 1980.

The thesis of this book is that the foreign policy concerns and objectives of Western Europe, at least among the nations of the European Community, have become truly global. "Western Europe is a world power, albeit a 'civilian' power; and the community and its members play a central role in its behavior." Western Europe is not, and probably does not want to be, a "superpower" in a military sense. There is strong sentiment expressed by the several authors that the United States and Western Europe will maintain strong foreign policy ties even as the EC strives to enhance its economic strength. This work includes chapters on Lomé 2, the Soviet perspectives on Western Europe, changes that will come with enlargement of the EC (Greece, Spain, Portugal), Eurocommunism and East-West Relations, the EC and COMECON, NATO-Europe and the United States. The authors are primarily American and German.

Garfinkle, Adam M., ed. ***Global Perspectives on Arms Control.*** New York: Praeger, 1984.

This well-organized and readable book is the result of a symposium on arms control at which the participants were Great Britain, France, West Germany, United States, the USSR, Japan, China, and India. The book sets a framework by discussing the background situation which led up to the current nuclear debate. The first two essays discuss challenges to global stability in the 1980's from the American and Soviet points of view—an eye-opening and interesting juxtaposition. The book then considers the possibilities of arms control in Western Europe and Asia and what the results of a particular arms control position might be. The work ends with two narrow, but still readable and interesting essays on nuclear terrorism and the military space policy of the U.S. This is a thought-provoking work and it provides a useful aid for classroom discussion.

Hsûeh, Chûn-tu, ed. ***China's Foreign Relations: New Perspectives.*** New York: Praeger, 1982.

Several chapters in this book are important for understanding the role

European nations and their allies play in international affairs. Emphasis is on China, of course, but one can also learn of how response to China's actions has had a domino, rather than a "ping-pong" effect. Chapters specifically useful to the teacher of courses on Europe include: "Chinese Policy Toward Western Europe: A New Relationship in the 1980's," "China and Eastern Europe," "Sino-French Relations: A French View," and "China and the ASEAN States: From Hostility to Rapprochement." Other chapters deal with China's relationships with the United States, the USSR, Korea, Japan, and Latin America. The chapter on Eastern Europe is particularly useful as it provides a lucid account of how the European "Socialist Camp" nations were affected by the Sino-Soviet split.

Jain, Rajendra Kumar. ***Détente in Europe: Implications for Asia.*** New Delhi: Radiant Publishers, 1977.

This book provides an entirely different viewpoint than that expressed by Atlantic Alliance members or by writers from the Eastern bloc. Jain discusses the interconnection between a divided Germany and European security, the rapprochement of West and East Germany, and the three phases of the Conference on Security and Cooperation in Europe. He also critically examines the positions of Albania and Romania toward the Helsinki conferences as well as China's opposition to a Western power détente with the Soviet Union Jain then studies the impact he perceives detente will have on other Asian nations and the Third World. The detail in this book makes for slow reading, but the perspective it presents makes the work worthwhile.

Laszlo, Ervin and Joel Kurtzman, eds. ***Western Europe and the New International Economic Order: Representative Samples of European Perspectives.*** New York: Pergamon Press, 1980.

This collection of essays is one of a series of 17 books which cover the New International Economic Order. Sponsored by the United Nations Institute for Training and Research (UNITAR) and the Centro de Estudios Economicos y Sociales del Tercer Mundo (CEESTEM), Mexico, the studies are meant to explain economic issues that need to be arbitrated by decision makers. What is interesting about this particular volume is that it is written by economists from the Soviet Union, Poland, Yugoslavia, Romania, and Hungary and their Marxist-Leninist perspective provides a different point of view. Several of their essays deal with the relationship between the Third World nations and their own countries. A number of charts are included and these are as useful as the essays.

Lietaer, Bernard A. ***Europe & Latin America & The Multinationals: A Positive Sum Game for the Exchange of Raw Materials and Technology.*** New York: Praeger, 1979.

Although this is hardly the type of study most students or even teachers would enjoy reading all the way through—aimed as it is toward the interests of European and Latin American political and labor union leaders—the book is nonetheless worth a browse. Latin America and Europe constitute two major areas of interest for the United States. Lietaer describes European multinationals and their importance in the development of Latin America, geopolitical trends into the 1980's, and options for Europe and Latin America. He then

makes a series of recommendations that could change the current North-South conflict around and achieve a "Positive Sum Game." Lietaer believes global wealth will be created *during*, and even *by*, an orderly wealth redistribution from the developed to the developing nations.

Mower, A. Glenn. ***The European Community and Latin America: A Case Study in Global Role Expansion.*** Westport: Greenwood Press, 1982.

This book provides both a history and the possible future of the relations between the European Community and the several Latin American nations. Mower's perspective is that in its relationships with Latin America, the European Community is functioning in the manner of the traditional global performer—the nation-state. He clearly approves of this global role and believes it might be the precedent for a move toward world economic integration. Perhaps the most interesting point Mower makes is that the innumerable ties the EC as a corporate entity has made in relations, such as those with the Latin American nations, have become so strong that even the inevitable strains of absorbing Portugal and Spain will be minor. He sees a continually expanding global role for the European Community.

Radu, Michael, ed. ***Eastern Europe and the Third World: East vs. South.*** New York: Praeger, 1981.

Because this work is a pioneering attempt to analyze relations between the East Central European nations and the developing nations as a whole, it is uneven in quality. Even so, it is worthwhile. The authors prefer to use the term East-South relations rather than the more traditional term North-South. They want to make clear that the Eastern European communist states have a very different relationship with developing nations than do the Western European nations. They also try to make it clear that there is no monolithic Soviet line being followed. Each of the Eastern European nation-states has its own approach and goals in dealing with the developing nations. For the purposes of this work, Cuba, Vietnam, Laos, and Kampuchea are not considered to be members of either the Third World or the South. Overall, the work presents a controversial point of view, but one that students need to be aware of.

Sundelius, Bengt, ed. ***Foreign Policies of Northern Europe.*** Boulder: Westview Press, 1982.

The goal of this edited work is to provide an English-language reading audience with a comprehensive, cross-national view of the foreign policy of the North European (Scandinavian) nations. The book has a clever arrangement: international environment and domestic setting are related to national cultural, social, economic, political variables of the five nations, and then the impact of their security policy, international economic policy, Third World policy and neighborhood policy is presented. Clearly, the six authors communicated frequently as the several chapters were being written. The material in each of the chapters reflects that covered in all the others. The frequent use of tables listing the roles of the nations—Denmark, Finland, Iceland, Norway, and Sweden—allows one to extrapolate national versus general Nordic policies. A comprehensive bibliography of primarily English-language works provides direction for those who wish to know more about the policies of each of the nations.

VI. EUROPEAN GEOGRAPHY AND TRAVEL

Ardagh, John. ***A Tale of Five Cities: Life in Europe Today.*** New York: Harper & Row, 1979. (See Section I.)

Bailey, Anthony. ***Along the Edge of the Forest.*** New York: Random House, 1983. (See Section I.)

Bullock, Alan, ed. ***Great Rivers of Europe.*** London: Weidenfeled and Nicolson, 1966.

Although the publishers describe this edited work as "not for sale in the United States of America . . . or Canada," it is available in most large libraries. The book is worth the time it takes to locate it. Europe's great rivers have been the sites of agriculture and industry; they have provided routes for invaders and defense lines in wars; they have been subjects for poets, artists, and musicians; and all but a few of Europe's great cities are located alongside one of the great rivers. The book is divided into ten chapters, each describing the events that took place along a particular river and each written with flair and obvious affection. The book is profusely illustrated with both historical and contemporary graphics that include woodcuts, sculpture, paintings, and brilliant black and white photographs. Teachers will find dozens of illuminating anecdotes to use in classroom lectures; students could spend hours browsing through the illustrations as well as the text. The book provides a lovely sense of "you are there along the banks of the Danube, the Rhine, the Thames, the Elbe, the Loire, the Po, the Seine, the Taugus, the Tiber, or the Volga."

Clout, Hugh D., ed. ***Regional Development in Western Europe.*** New York: J. Wiley, 1981.

In its second edition, this book is an encompassing description of the European Community and the remaining Western European nations. Topics include regional economic development, population and urban growth, energy and regional problems, rural space, and problems and policies of the environment. The book is well illustrated with useful maps and tables of statistical data. It would be useful for courses in economics, current world affairs, geography, and the history of modern Europe.

Ilbery, Brian W. ***Western Europe: A Systematic Human Geography.*** New York: Oxford University Press, 1981.

Written for upper secondary and undergraduate college students, this geography textbook is particularly useful in examining Western Europe as a whole. Rather than the typical approach of using the nations themselves as chapter headings, Ilbery discusses Population, Agriculture, Energy, Transport, Industry, Trade, Tourism, Social Well-Being, and Regional Policy. Within these generalized discussions, he uses particular case studies to make his points. To set the stage, Chapter One places the study area into its wider European

context and describes the physical landscape. The final chapter, "Eastern Europe: Systematic Contacts," briefly compares the eight contiguous socialist states (he excludes the Soviet Union) with the eighteen nations he considers to be Western European. The book is appropriate for classroom use, as a resource for student research, and for teacher use in preparing lessons.

Jordan, Terry G. ***The European Culture Area.*** New York: Harper & Row, Publishers, 1973.

Although this work is somewhat dated, it is still one of the best geographies of Europe. Jordan sets up his study by using a systemic outline of subject material that leads logically to regional considerations. He thus avoids the "places and products" approach of most regional geography textbooks. Another strength of the book is the superb collection of graphics. Maps, charts, graphs, drawings, and sketches not only explicate the text materials, but some of them provide information that is understandable only when it is presented in pictorial form. Teachers will find this book a useful resource.

Knox, Paul L. ***The Geography of Western Europe.*** Totawa: Barnes and Noble, 1984.

This socio-economic survey focuses on the nature and extent of differentiation in Western Europe in terms of political geography, welfare geography, and humanistic geography. While Knox makes use of the traditional organizers of geography—physical, ethnographic, cultural—he emphasizes the use of new scholarship as he examines the salient features of postwar European society. For example, the indigenous rural population is being displaced by structural changes in agriculture; concurrently, many rural areas are filling up with middle-class professional and managerial commuters seeking a "rural utopia." Technocratic town planners are using Le Corbusier's concept of houses as "machines for living" and are thus changing distinctive cities into homogeneous collections of high density, high-rise apartment blocks. While sectorial economic change and corporate reorganization, including the proliferation of branch plants within the manufacturing sector, have resulted in an increase in the proportion of economically active women in every country in Western Europe, there is an apparent lack of correlation with patterns of structure or prosperity. Social, cultural, and demographic factors mediate. The book is filled with similar analyses. It contains useful graphs, charts, and maps, and an unusually inclusive bibliography.

Mellor, Roy E.H. ***Eastern Europe: A Geography of the COMECON Countries.*** New York: Columbia University Press, 1975.

Few works on Eastern Europe provide such a wealth of data as is found in Mellor's book. Part One, "Physical Environment and Political Geography," opens with problems of definition. While agreeing that the eight nations, which since 1945 have been organized on Marxist-Leninist principles, are commonly referred to collectively as Eastern Europe, Mellor suggests it would be more appropriate to speak of them as comprising East Central and South Eastern Europe. Recalling that the term "Europe" once included European Russia, that the German Democratic Republic lies on land earlier known as

Central Europe, and that the South Eastern nations were once commonly known as the Balkans, Mellor reluctantly concedes that now, in common usage, Eastern Europe refers only and specifically to Poland, the German Democrative Republic, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, and Albania. The major landscape forms, climates, soils, flora, and fauna of each nation is described and then Mellor provides a most useful review of the history of the region from the Graeco-Roman period to the present. Part Two, "The Demographic and Economic Framework," centers on population characteristics, villages and towns, agriculture and industry, and transport. Part Three, "COMECOM and the National Economies," describes the origins of the COMECON and the Sovietization of Eastern Europe, and provides sketches of both the "developed nations"—the GDR, Poland, Czechoslovakia, and Hungary—and the "developing nations" of Romania, Bulgaria, Yugoslavia, and Albania. The great strength of this work is its completeness. Because Mellor stresses the historical conditions that shaped each of these nations, their present diversity becomes more understandable.

Mellor, Roy E.H., and E. Alistair Smith. ***Europe: A Geographic Survey of the Continent.*** New York: Columbia University Press, 1979. (See Section I.)

Mellor, Roy E.H. ***The Soviet Union and its Geographic Problems.*** London: Macmillan, 1982.

Most geographies of the Soviet Union provide a region-by-region survey. Mellor has departed from this tradition by covering nine thematic topics in the geography of the USSR as a whole. He covers the landscape and environment; territorial change; the Soviet people, including the ethnic minorities; settlements; industry; and transport. The final chapter describes the role of the Soviet Union in the world since 1945. The book is appropriately illustrated with maps, charts, and graphs, and each chapter concludes with a carefully selected bibliography of works written in English or Russian. This book is highly recommended. It is clearly written; it contains a balanced overview; it is reasonably up-to-date.

Parker, Geoffrey. ***The Countries of Community Europe: A Geographic Survey of Contemporary Issues.*** New York: St. Martin's Press, 1979.

The issues dealt with in this book are wide-ranging, but they are unified through their geographical dimension. The nations (then nine) that make up the European Community have all, to a larger or lesser extent, had to deal with regional problems, development or utilization of energy, population movement, and agricultural production. In addition, specific problems plague each of the nations. For example, France has had to concern itself with the overriding influence of Paris over the rest of the nation, Denmark has had to combat serious transportation problems, and Ireland has had to contend with both the lack of economic development and low population growth. In separate chapters, Parker, an English geographer, describes the concerns specific to each nation. In a final chapter, he summarizes problems facing the nations as a group. The charts and graphs used in this work are of special note, they are unique in style and highly readable.

Scargill, D.I., ed. ***Problem Regions of Europe.*** London: Oxford University Press, 1973 to 1976.

This collection of seventeen paperback books is unusual in that the authors focus on the problems resulting from urban growth, harsh environment, regional isolation, and industrial decay. Students will become familiar with the economic and social changes which have occurred in Europe in the past thirty years. Ignoring political boundaries, each volume is a short but precise presentation of the variety of regional problems which modern governments find difficult to resolve. The separate titles are: *The Massif Central, The Paris Basin, North East England, The Messogiorno, Randstad, Holland, Scotland's Highlands and Islands, The Scandinavian Northlands, Andalusia, Poland's Western and Northern Territories, Northern Ireland, The Eastern Alps, North Rhine-Westphalia, The Franco-Belgian Border Region, The Lower Rhone and Marseille, The Moscow City Region, Saar-Lorraine,* and *London: Metropolis and Region.* Each volume will give the student a much greater awareness of the economic, geographic, and political issues which confront modern Europeans.

Smith, Catherine Delano. ***Western Mediterranean Europe, A Historical Geography of Italy, Spain and Southern France since the Neolithic.*** London: Academic Press, 1979.

Although this is a rigorously scholarly work (there is at least one citation every other paragraph), Smith writes so well one does not find the pedantic trappings intrusive. Indeed, this is the sort of book one picks up for an evening of relaxation. Smith's major thesis is that even though the population of Western Mediterranean Europe has more than doubled in the past century, the way of life of most of the people has remained much the same as throughout the past. Smith distinguishes the "durables" of human life—basic human needs—from the "matters of the moment"—the actual nature and design of the durables and the technical means of their production. The former do not change; the latter do, and so much so that underlying continuity may be disguised. Smith also discusses environmental changes, but she emphasizes the persistence of human life, settlement, and economic activity in the region.

White, Paul. ***The West European City: A Social Geography.*** New York: Longman, 1984.

In spite of its recent publication date, the majority of the statistics used in the analyses in this book come from the early to middle 1970's. That is the only fault of a work meant as a supplementary textbook for courses on urban geography or surveys of Western Europe. The volume is one of the few available to English-speaking students that utilizes the scholarship of European urban geographers. Although White does not ignore the historical framework within which cities were built, he concentrates on such current concerns as housing patterns, changes in the inner city and suburbia, and migrations and cities. White includes few examples of British cities because he feels they differ markedly from those on the continent. One of the strongest chapters is that on migration and the city. The evolution of international migration; the size of the migrant groups; their origins, characteristics, and occupations; their impact on housing markets; and the social and spatial segregation of the migrants are all discussed. The work is complete and most satisfactory.

VII. NATIONAL IDENTITY AND ETHNIC DIVERSITY

Ardagh, John. ***France in the 1980's.*** New York: Penguin Books, 1983.

Ardagh is clearly a Francophile. He criticizes modern French society, but only with affection. In this inclusive book he discusses cities, the drive to a more open society, the perceived creative decline in the arts and other intellectual fields, the rise of agricultural and industrial production, and the crusade for regional development. The book is really dense with facts, but Ardagh is such a facile and engaging writer, one hardly realizes he is "learning about modern France!" The book is highly recommended by French educators and by other Europeans who, along with Ardagh, regard Paris as "a beloved monster," or the "pink city" of Toulouse as a "symbolic white-and-pink ice cream."

Armstrong, Anne. ***Berliners: Both Sides of the Wall.*** New Brunswick: Rutgers University Press, 1973.

Armstrong interviewed Berliners during a series of visits to the city over a ten-year period. She found that in spite of the difficult and sometimes precarious conditions under which Berliners—both East and West—live, most would never leave the city. "Berlin ist einmalig," they say, but they are not referring to the unique situation of a city divided by a wall. Instead, they are speaking of the brisk air, the cleanliness and orderliness, the parks, forests, and lakes. They allude to a song that says "God created Berlin in the center of the world." Although Armstrong did not tape record her interviews or even take copious notes, she has captured the points of view of a great enough variety of Berliners so that a reader can get a feel for the complexity of the two Berlins. The methodology of Armstrong's work is flawed, but it still makes for interesting reading.

Barzini, Luigi Giorgio. ***The Europeans.*** New York: Penguin Books, 1983. (See Section I.)

Castles, Stephen. ***Here For Good: Western Europe's New Ethnic Minorities.*** London: Pluto Press, 1984.

Here For Good charts the rise and fall of one of the great migratory movements in history. To accommodate the need for workers in the postwar industrial boom, migrants by the millions flooded into the inner cities of Western Europe. The consequences include: the formation of enclaves containing dissatisfied ethnic minority groups, the need to educate and train youth of migrant origin, the rise of discrimination and racism, and the emerging anti-racist movement. Current conditions are examined in the states of Britain, Belgium, France, the Netherlands, Sweden, Switzerland, and West Germany.

Childs, David. ***The GDR: Moscow's German Ally.*** London: Allen and Unwin, 1983.

Although Childs pays due attention to the political and economic events that have shaped the contemporary society of the German Democratic Republic, the

strength of this work is its comprehensive coverage of the other aspects. Selected chapter titles tell their own story: "Education—for Factory, Laboratory and Barracks;" "The Intellectuals: Conformists, Outsiders and Others;" and "The Mass Media: Not Just Newspeak?" Childs explains the functioning of the GDR's sports "miracle machine," the treatment of Jews and Christians, and provides a provocative examination of the television shows and films available to East German audiences. This is a first-rate work; it provides teachers with up-to-date interpretations of the role of the GDR in Europe and the rest of the world. It could provide students with a superb resource for topical reports.

Childs, David, and Jeffrey Johnson. ***West Germany: Politics and Society.*** London: Croom Helm, 1981.

Meant as a college textbook, this work has appeal for the general reader and sections at least would be read with interest by able secondary students. The book provides comprehensives coverage of aspects normally omitted from discussions of West Germany's institutions. There are useful chapters on the role of women, law and order, the mass media, the armed forces, the economy, and the welfare systems. The chapter on the educational system and its priorities and the discussion of classes and wealth are particularly well done.

Eban, Abba. ***Heritage: Civilization and the Jews.*** New York: Summit Books, 1984.

One of the new genre, the television series cum "big" book, this broad survey of Jewish culture from the time of Abraham to the modern Israeli state is a useful resource. The bulk of the text deals with the Jewish experience in Europe, and it provides a useful corrective to the typical textbook that discusses Jews only as people who were dispersed from their homeland by the Romans, and as victims of the holocaust. Teaching materials that accompany the television series can be obtained by writing Heritage, Educational Division, WNET/THIRTEEN, 356 W. 58th St., New York, NY 10019.

Esman, Milton J., ed. ***Ethnic Conflict in the Western World.*** Ithaca: Cornell University Press, 1977.

The essays in this work were originally presented at the Conference on Ethnic Pluralism and Conflict in Contemporary Western Europe and Canada held in Ithaca, New York, in 1975. Although the majority of the scholars were from the United States, their research reflects intimate experience in the regions described. Part One of the book is composed of three essays on the historical and theoretical aspects of ethnic conflict and ethnonationalism. Part Two contains case studies on the Spanish Basques, the linguistic segmentation in Belgium, Bretons and Jacobins in France, French-English relations in Canada, ethnic conflict in Northern Ireland, Scottish nationalism, the German group in South Tyrol, the multiethnic groups of Yugoslavia, and the several groups that make up the population of Switzerland. The relatively new concept of *consociationalism*, originally formulated by Arend Lijphart who also contributed one of the theoretical essays to this volume, is used by several of the writers to suggest resolutions of ethnic conflicts. By the consociationalism model, politics is organized by parties or movements, each representing one of

the constituent solidarity groups. Leaders of the several groups negotiate differences with parallel leaders. The purpose is to reach "amicable agreement" and peaceful coexistence. Perhaps the greatest strength of this work is the breadth of data presented. Such information is difficult to obtain from other sources.

Foster, Charles R., ed. ***Nations Without a State: Ethnic Minorities in Western Europe.*** New York: Praeger, 1980.

Foster has brought together an unusual set of essays. Each describes the problem of an ethnic group that is pushing for nation-state status or for more independence within the national boundaries they have, through historical accident, found themselves. Among the groups specifically described are the Scottish, Welsh, Basque, Catalan, Corsicans, Bretons, the Germans of the South Tyrol and Jura. Other minorities are mentioned. Foster lays out some explanatory variables within which one can discuss the social and political movements of such ethnic groups. These variables he describes under the headings of endogenous variables, exogenous variables, and intervening variables. Each of the authors of the eight essays on specific groups has extensive personal and scholarly knowledge. All do a creditable job of describing a complex and emotional issue that will not be easily solved.

Geipel, John. ***The Europeans: The People, Today and Yesterday, Their Origins and Inter-relations.*** New York: Pegasus, 1970. (See Section I.)

Klein, George, and Milan J. Reban, eds. ***The Politics of Ethnicity in Eastern Europe.*** Boulder: East European Monographs, 1981.

This edited volume begins with a brief discussion of the role of communism and nationalism in East European thought. Ethnicity along with national culture, religious traditions, and ethnic antagonism have all affected how particular groups respond to Soviet leadership or dominance. The Unitary Systems of Albania, Bulgaria, the German Democratic Republic, Hungary, Poland, and Romania are compared in separate chapters on each. The two federal systems of Czechoslovakia and Yugoslavia have problems peculiar to their extreme multiplicity of ethnic groups as well as their forms of government. For example, in Yugoslavia in 1960, an edict determined that all federal institutions must be staffed along the lines of one Serb, one Croat, one Slovene, and, if positions remain, one Macedonian, one Montenegrin, and one representative from Kosovo, and Vojvodina. Clearly the early cry that nationalism is a purely "bourgeois capitalistic" phenomenon does not hold. This book is recommended because it is eminently readable, it uses examples that students can relate to, and it provides a good deal of information on ethnic groups whose existence is seldom acknowledged in textbooks on European history.

Kochan, Lionel, ed. ***The Jews in Soviet Russia Since 1917.*** Oxford: University Press, 1978.

Although most teachers of courses on Europe spend some time on the current plight of Jews in the Soviet Union, they seldom discuss the problem in

its historical context. Soviet anti-semitism is, of course, based on an older tradition, but this edited work focuses on policy from 1917 through the 1970's. The eminent scholars who contributed chapters describe Soviet policy, the legal position of Jews in the USSR, the role of Jews in World War II, Hebrew and Yiddish literature in the USSR, the open discussion of the "Jewish Question" from 1968-1971, and internal and international developments from 1972-1976. The book provides a useful resource.

Krejci, Joraslav, and Vitezslov Velimsky. ***Ethnic and Political Nations in Europe.*** New York: St. Martin's Press, 1981.

The title of this book is particularly apt. The authors divide groups of people in Europe into full-scale nations with a state (or federated status) and literary language of their own—the French, Danes, Greeks; political nations with a state (or federated status) but without a literary language of their own—the Belgians, Swiss, Luxembourgers; ethnic nations (with their own literary language but without a state or federated status) Welsh, Bretons, Galicians; and special ethnic groups (without either their own literary language and state of federated status, but with a more or less separate ethnic consciousness)—Scots, Flemings, Alsatians. One might quarrel with the particular paradigm used, but it does provide a useful framework for discussing the ethno-political maladjustments that have helped to shape many of Europe's political problems.

Lee, Andrea. ***Russian Journal.*** New York: Random House, 1981. (See Section I.)

O'Brien, Marie, and Connor Cruise O'Brien. ***A Concise History of Ireland.*** 3rd revised edition. New York: Thames and Hudson, Inc., 1985.

Primarily a political history, this short work explains why the story of Ireland from Elizabethan times to the present is one of "hatred answering hatred" and "death answering to death during the generations." Although the authors describe the prehistory and early history of the nation, the major focus is on the events that have led to the current unhappy conflict among Ireland, Northern Ireland, and the English. This is perhaps the best single source for understanding the Irish point of view on their role in international politics. Both authors are Irish and have been intimately involved in Irish politics and foreign policy, but the book is remarkably free of bias. The 173 illustrations, all black and white, are unusually well done. They are sharply focused and so well chosen and placed that they provide a second, concurrent story of the Irish past.

Okey, Robin. ***Eastern Europe 1740-1980.*** Minneapolis: University of Minnesota Press, 1982.

In tracing the history of the lands that were once the Hapsburg monarchy, partitioned Poland, and Turkey, and are now the states of Poland, Czechoslovakia, Austria, Hungary, Romania, Yugoslavia, Bulgaria, and Albania, Okey focuses on the far-reaching changes experienced by the peoples of East Europe. This transformation has included: political change from a "pattern of dynastic empires to one of republican nation-states; socio-economic change from a

rurally based feudalism towards urbanization, industrialization, and communism; cultural change from the folklore traditions of illiterate peasant communities to the norms of national cultures inculcated through schools and the modern media." A lesser historian might lose focus when trying to deal with the complexity of each of these topics. Okey never loses sight of his thesis that "Eastern European nationalism arose as a response to the backwardness of the region in comparison to the West, as a means resolving the socio-economic and psychological problems arising therefrom."

Prifti, Peter R. ***Socialist Albania Since 1944: Domestic and Foreign Developments.*** Cambridge, MA: MIT Press, 1978.

As Prifti himself indicates, the least known country in Europe is Albania. It attracted some attention in the West because of its role in the Sino-Soviet conflict, but there has been no solid work on the country as a whole. Prifti fills the gap by discussing such areas of Albanian life as the cultural revolution, changes in the structure of the armed forces, the background of the Albanian people, the evolution of the arts, the women's movement, the Albanian Communist Party, and the Albanian minority in Yugoslavia. This is a scholarly work useful for the understanding of a nation that has its own important role to play in the political events of the Balkans.

Rougemont, Denis De. ***The Idea of Europe.*** Translated by Norbert Guterman. New York: The Macmillan Company, 1966. And Hay, Denys. ***Europe: the Emergence of an Idea.*** Edinburgh: Edinburgh University Press, revised edition, 1968. (See Section I.)

Sampson, Anthony. ***The Changing Anatomy of Britain.*** New York: Random House, 1982.

Highly engrossing, this well-written review of contemporary British life provides teachers with useful background. Sampson describes the status of the royal family, trade unions, scientific societies, local government, diplomats and spies, bankers, universities, and dozens of other groups or institutions. His breezy anecdotal accounts are filled with human interest, but from a scholarly perspective, they are sound. Appropriate statistical data is presented contextually rather than graphically so there is no interruption to the flow of narrative that is unusually rich in detail. In short, Sampson's work provides a good read.

Watson, James L., ed. ***Between Two Cultures.*** Oxford: Basil Blackwell, 1977.

Subtitled "Migrants and Minorities in Britain," this edited work is written from the perspective of ethnographers, not social workers or politicians. Accordingly, the several chapters emphasize what is rather than what might be. Ethnic groups of Britain described in the volume include: Sikhs, Pakistanis, Montserratians, Jamaicans, West Africans, Chinese, Poles, Greek and Turkish Cypriots. Several of the essays describe both the immigrants, in the U.K. and the impact of their emigration on the countries they left behind. Several of the groups are now experiencing the intergenerational problems that seem always to occur with second and third generation migrants. For teachers who deal with ethnography as a discipline, ethnic studies or migration as a topic in a history course, this work provides useful case studies.

Zeldin, Theodore. ***The French***. New York: Pantheon Books, 1982.

A teacher from France called this book, "a bit silly, but on the mark more often than not." Wide-ranging and generously illustrated with cartoons from French newspapers, it provides an irreverent view of the French. It is a bit sophisticated for most secondary students, however, teachers will enjoy the delicious *bons mots* such as "I never thought of myself as French" claims University of Toulouse Professor Jean Estebe, "I thought I was human." President of a wine cooperative, Rene Cadel, asserts that "cooperation is a notion we have received from the Russians!" Chapters have such titles as "How Not to be Intimidated by Intellectuals," "How to Interpret Their Regional Accents," and "What It Means to be French." For all its lighthearted-ness, this book does provide useful information on the way of life in contemporary France.

VIII. EUROPEAN CULTURE AND COMMUNICATION

Allen, John. ***A History of the Theater in Europe.*** Totawa: Barnes and Noble Books, 1983.

This is a short but inclusive history covering the period from the theater of Dionysus to the 1980's. Allen focuses on both dramatic forms and the playwrights who used the forms to perfection. One can read of Aeschylus, Shakespeare, Molière, Goethe, Ibsen, Yeats, or Brecht, but one can also follow the emergence of morality plays, the Commedia dell'Arte, melodrama, and experimental theater. Allen even includes a brief essay on theater architecture. For the most part, the work is descriptive rather than critical. However, Allen frequently inserts personal comments at the conclusion of a section. "Before becoming involved in what other people have said that Brecht said, or what he meant by what he said, it is helpful to read what Brecht himself said." This book is a superb primer for anyone beginning a study of the history of European theater.

Bigsby, C. W. E., ed. ***Superculture: American Popular Culture and Europe.*** Bowling Green: Bowling Green University Popular Press, 1975. (See Section I.)

Freeman, Peggotty, ed. ***Europe Today and Tomorrow.*** London: Longman Group Limited, 1977. (See Section I.)

Hamilton, George Heard. ***Painting and Sculpture in Europe 1880-1940.*** New York: Penguin Books Ltd., 1972.

This book is an excellent reference on the major artistic movements in European art in the twentieth century. Although the book provides only one chapter on contemporary art movements, the organization and detail presented concerning earlier art movements is sufficient to provide a basis for understanding more recent artistic developments. While primarily focusing on painting and sculpture, Hamilton interweaves information on other artistic movements into his narrative. The major categories of art presented in this book are: Impressionism, Symbolist Art, Expressionism, Cubism, Abstract and Non-Objective Art, Dada and Surrealism, The Paris School: 1920-1940, as well as Independent Schools and Masters. For a single reference on European art, this volume would meet the needs of students and teachers alike.

Hoffmann, Stanley, ed. ***Culture and Society in Contemporary Europe: A Casebook.*** London: Allen and Unwin, 1981. (See Section I.)

Horton, Andrew, and Joan Magretta, eds. ***Modern European Filmmakers and the Art of Adaptation.*** New York: Frederick Ungar Publishing Co., 1981.

This is a splendid collection of essays on some of the best European films

produced from 1946 to 1977. Each of the films discussed was adapted from a literary work; each is illustrative of the high "art" of adaptation; and each can be considered an exemplar of how film has evolved from a dramatic to a narrative aesthetic. Among the popular films examined are: "La Symphonie Pastorale," "Two Women," "Blow-Up," "Fellini Satryricon," and "The Wild Duck." The essayists, all North Americans, reflect the growing international appreciation for the European film industry.

Jacobs, Arthur. ***A Short History of Western Music.*** London: Penguin Books, 1972.

Meant as a listener's guide to the major forms of western music, Jacobs' work also provides an engaging history of Western music from the time of medieval troubadours to the jazz of this century. Composers described range from Vivaldi to Handel to Stravinsky, to the Beatles. Jacobs makes two essential points: all styles are the styles of now (both Strauss' *Blue Danube* and Ligeti's *Atmospheres* effectively enhanced the mood and atmosphere of Stanley Kubrick's film *2001: A Space Odyssey);* and, music is "all history seen and heard through the only working eye and ear, the eye and ear of the present." Quite clearly, one cannot understand Europe without knowing its music.

King, Edmund J. ***Other Schools and Ours.*** New York: Holt, Rinehart and Winston, Inc., 1967.

Although somewhat out of date in terms of some specific details, this work is useful as it provides an awareness of the cultural patterns which established educational philosophy in the several nations discussed. As King concludes in his first chapter. "Though we privately know best, it may be of interest to study in . . . detail what some of our neighbors are up to with their children." The neighbors include: Denmark, France, England and Wales, the United States, the Soviet Union, India, and Japan. This comparative study includes data on the educational reforms of the late 1950's and early 1960's. It should be read in combination with the Mallinson book, which is also described in this section.

Kirk, Maurice, ed. ***Demographic and Social Change in Europe, 1975-2000.*** Liverpool: Published in association with the Council of Europe by Liverpool University Press, 1981.

Since the 1960's fertility rates in most European nations have fallen sharply. The total decline between 1965 and 1977 among the member nations of the Council of Europe approached 30 percent. This decline in fertility became the most important problem considered by the Committee for Population Studies, a subgroup of the Council of Europe. To consider the implications of declining growth rates, the Committee centered its study on three questions: "1) What can we know about the probable size and structure of the population of member countries from 1975 to the year 2000? 2) What are the processes now at work which will bring about demographic changes and what are their possible implications for the twenty-first century? and 3) What is the significance of changes in population size and structure, within this time scale, for the

economic and social systems of the particular member states?" An appendix provides useful statistical charts. Although no recommendations for action are included in this book, it clearly presents data that must be used in the formation of political and economic policies, both by the individual nations and in the European Community as a whole.

Mallinson, Vernon. ***The Western European Idea in Education.*** New York: Pergamon Press, 1981.

This work presents an overview of the traditional forms of European education, a discussion of the arguments for change; the move toward comprehensive schools; the role of technical schools and the need for adult education; the problems for teacher training; and the prospects for rationalizing the purposes of the universities. The appendices are of particular interest: Appendix 1 presents constructs to illustrate some of the factors at work in determining patterns of education in selected representative countries—Belgium, England and Wales, France, West Germany, Italy, and Sweden; Appendix 2 provides diagrammatic representations of education in: Belgium, Denmark, England and Wales, France, West Germany, Holland, Italy, Norway, Sweden, and Switzerland.

Monaco, Paul. ***Modern European Culture and Consciousness, 1870-1980.*** Albany, NY: State University of New York Press, 1983. (See Section I.)

Myerscough, John, ed. ***Funding the Arts in Europe.*** Strasbourg: The Council of Europe Policy Studies Institute, 1984.

The papers that comprise this book detail the mechanisms used to finance the arts in France, Great Britain, Italy, Switzerland, Austria, Norway, Sweden, and the Federal Republic of Germany. Differences in public concern with the arts is reflected in the degree to which they are subsidized in the various nations. Of particular interest are the summary by rapporteur general, Ruth Towse, and the several tables detailing the range of expenditures by local and national governmental units and by private businesses. American readers will find it interesting to compare U.S. attitudes toward and funding for the arts in comparison to the European perspective.

Pevsner, Nikolaus. ***An Outline of European Architecture.*** Baltimore, MD: Penguin Books, Inc., 1974.

In one volume, the author surveys European architecture from 1000 A.D. to 1914. Pevsner reviews Greek and Roman design in the first chapter, but he draws a line between ancient architecture and European design. This book is well illustrated with black and white photographs and many interior floor plans. The flow of architectural chronology is described, as well as the social and economic influences on taste and technology. The primary chapters focus on the Romanesque style, early, classic and late Gothic style, the Renaissance and Mannerism, Baroque design, and the Romantic Movement. The final chapter of the book briefly describes the direction of European architecture in the twentieth century. Unfortunately, modern design, in particular the Bauhaus movement, receives little attention. Still, as a general reference for European architecture, Pevsner's book is essential.

Smith, G.E. Kidder. ***The New Architecture of Europe***. Cleveland: The World Publishing Company, 1961.

Two hundred and twenty-five buildings in sixteen countries are analyzed by the author. Each of the buildings was constructed after World War II. Individual buildings were selected to present not only an overall picture of architectural achievement but also as cultural barometers of each nation's postwar abilities in providing attractive shelter. Although this book is quite dated, it does serve to illustrate modern examples of a variety of large urban architectural projects. For more contemporary architectural design, one must rely on books that focus on one nation or periodicals which present only the most avant-garde of building design.

IX. EUROPEAN HISTORY

Barraclough, Geoffrey. ***Turning Points in World History.*** London: Thames and Hudson, 1979. (See Section I.)

Bond, Brian. ***War and Society in Europe, 1870-1970.*** Leicester: Leicester University Press in Association with Fontana Paperbacks, 1983.

Part of a series of works on war and society meant to be more analytical than works written by military men or war enthusiasts, this book contains chapters on: the wars of the 1860's; the arming of nations from 1880 to 1900; the unresolved international problems of the period 1900-1914; World War I; the period from 1919-1939, described by Bond as the "Twenty-year Truce"; World War II; and post-war Europe to 1970. The focus is admirably summed up by the author: "The ingredients of the terms 'war' and 'society' and their interrelationships have changed drastically [from 1870-1970]. . . . The two World Wars not only approached the 'total' form sketched by Clausewitz. . . . but drawing in more and more elements of . . . civil society . . . the distinction could scarcely be maintained. . . . Indeed, in as much as 'war *and* society' suggests two distinct . . . identities it has been increasingly inappropriate in the twentieth century."

Bowle, John. ***A History of Europe: A Cultural and Political Survey.*** London: Heinemann, 1979.

Written for a British audience, this book surveys the political and intellectual shifts in European history from prehistoric times to the late 19th century. The author emphasizes the resilience of European civilization when confronted with major catastrophes such as the fall of the Roman Empire, the Hun and Mongol invasions, the Black Death, as well as "chronic maladministration, endemic warfare, famine, and disease." Unlike the writers of many existing surveys, this author devotes considerable space to the history of Eastern Europe. The gradual improvement of agriculture, commerce and science leading to the Industrial Revolution and the modern population explosion serve as thematic constructs of this survey. Since this book is but one volume in a trilogy, (the other titles are *The English Experience* and *The Imperial Achievement*) the history of England, the Industrial Revolution, and the colonial world are not emphasized. The uniqueness of this particular volume lies in its coverage and tone. The British defeat of the Spanish Armada is presented as "the European Crisis of 1588." Spain and Portugal do not disappear from the survey of events as is usually the case. Both Northern and Southern European nations are maintained in the sweep of the historical survey. The final chapter, "Technological Revolution and Political Eclipse" is a superb essay concerning Europe on the eve of the 20th century in contrast to the reality of Europe in the nuclear age.

Institute for Contemporary Curriculum Development. ***Europe Today: What are the Problems? What are the Promises?*** New York: Cambridge Book Company, A Division of the New York Times Media Co., 1973.

It is unfortunate this little pamphlet has not been updated. It provides excellent case studies that use primary documents and good questions for students to ponder. Although the photographs are black and white, they are so carefully chosen students will find them of great interest. The material on the Hungarian Revolt of 1956 is particularly well chosen.

James, Leonard F. ***The Western World Today.*** New York: Pergamon Press, 1973.

This title is a part of the "Western Man and the Modern World" series designed for secondary courses in Western Civilization. Although dated, this volume is still an excellent text on the political history of Europe since 1918. Special emphasis is placed on the Cold War, decolonization, and the political issues in Great Britain, France, and the Soviet Union. The author successfully analyzes developments in science and technology and major world problems as they relate to the Western world. Although this book does not focus on the social and economic problems in Europe, it does place Europe within the context of world events. The textbook is supported by a filmstrip series from the same publisher.

Lyons, Graham, ed. ***The Russian Version of the Second World War.*** New York: Facts On File Publications, 1976.

This fascinating book is composed of text from Russian school books, and represents a deeply ingrained and prevalent reflection of that nation's attitude toward its own history. It compels the reader to analyze basic Western assumptions about World War II that have been taught, equally unquestioningly, in our own schools. The editor selected materials that point out basic differences between the Soviet and Western viewpoints of the War. For instance, most Americans consider the Normandy invasion to be the turning point of the War, but for Russians, the turning point was the bitter battle for Stalingrad in 1942. Similarly, American losses during the War were light compared with the twenty million civilian and military casualties suffered by the Soviets. These casualties have deeply influenced the international outlook and foreign policy of the USSR today. Teachers might wish to use excerpts from this book in conjunction with their own textbook to encourage students to question national bias and historical perspective.

McNeill, William H. ***The Shape of European History.*** New York: Oxford University Press, 1974.

As it focuses on technological, geographic, ecological, and religious aspects of European history rather than on only political and economic affairs, this work provides a panoramic overview of the whole of European civilization. McNeill challenges the traditional view that Europe's history is the history of liberty. Instead he focuses on the ever shifting configuration of metropolitan centers and the impact these centers had on neighboring and distant cities. History teachers will find Chapter 2, "Historical Method and Social Process," of particular interest. It will inform their own approach to reading history; it will also provide useful constructs for organizing course work for students.

Ramm, Agatha. ***Europe in the Nineteenth and Twentieth Centuries, vol. II: Europe in the Twentieth Century, 1905-1970.*** 7th ed. London: Longman Group Limited, 1984.

This is the second volume of the traditional "Grant and Temperleys" textbook first published in 1927. A standard British text on the history of Europe, it focuses on political, economic, and diplomatic history emphasizing the national and international events that shaped contemporary Europe. The treatment of the Balkan region is informative compared to the coverage in texts published in the United States. The author's British bias is refreshing and adds insight into the rivalry between France, Great Britain, and Germany. The teacher will find this a useful resource for information on Europe before 1970.

Richards, Michael. ***Europe 1900-1980: A Brief History.*** St. Louis: Forum Press, 1982.

This book is intended to provide a comprehensive yet concise discussion of European experiences in the twentieth century. It is shorter by far than other treatments of this period and the fluent writing style is appreciated by students and teachers alike. The organization is chronological, covering blocks of time that have coherent themes: "Prosperity, 1924-1929," "Depression, 1929-1934," and "War, Peace, Cold War, 1939-1949." Obviously, the author does not go into depth on any single issue or national problem. But the book does provide a simple, easy to use conceptual framework for the study of political history. Each chapter is followed by a list of "Suggested Readings" all of which are readily available in the United States. Also, all sides of the political spectrum are represented in each list of books.

Stearns, Peter N. ***European Society in Upheaval: Social History Since 1750,*** 2nd edition. New York: Macmillan Publishing Co., Inc., 1975.

For teachers who are looking for a new approach to teaching modern European history, this volume establishes a new periodization based on modernization. The major periods of study are: "Premodern Society in Europe," "The Forces of Change," "Early Industrial Society," "Mature Industrial Society," and "The Consumer Society." Stearns focuses on the modes of production, the European class structure and the process of change from 1750 to the 1970s. The upheaval in European society in the last two hundred years transformed every aspect of life. According to Stearns, this process created a great deal of stress because social roles, the means of production, personal relationships, and institutional responsibilities shifted to respond to the new modern way of life. This is an excellent survey of new research in the field of social history. For further reading, Stearns provides a topically organized bibliography.

Stone, Lawrence. ***The Past and the Present.*** Boston: Routledge & K. Paul, 1981.

The essays contained in this volume are of two kinds. The first consists of three surveys that describe and comment on some of the radical changes in the questions historians have been asking about the past. The second group of essays were originally reflective book reviews, and they are all concerned with a single theme, e.g., "The Reformation," "Revolution and Reaction," "Court

and Country," "Magic, Religion and Reason," "The Law," etc. In essence, Professor Stone presents his thoughts on traditional themes presented in European history courses. All the essays in this book were written in the 1960's and 1970's, and they reflect a shift in interest from social, economic and political change to change in values, religious beliefs, customs, and patterns of intimate behavior. This shift is reflective of the more general shift from sociology to anthropology as the dominant source of new ideas in the historical profession. Each of the essays discusses the major theories developed in European scholarship. Whatever "school" of history teachers support, they will find that each essay is a coherent analysis of the topic.

Urwin, Derek W. ***Western Europe Since 1945: A Short Political History.*** 3rd ed. London: Longman Group Limited, 1981.

As the title suggests, this is a strictly political history of postwar Europe. In preference to a chronological approach, Professor Urwin has arranged his book by themes and issues that are important to Western European politics as a whole. In particular he explores three major topics. He looks first at national politics and national political systems, paying special attention to those of France, Great Britain, West Germany, and Italy. He emphasizes the problems that have affected all European countries from post-war economic reconstruction through the upsurge of regionalist and minority nationalist sentiment in the 1970s. Secondly, the book traces the development of European integration from its wartime beginnings to the establishment of the European Economic Community. And, thirdly, since Europe does not exist in a vacuum, the author also looks at its role in international affairs, discussing in particular the importance of the United States and the Soviet Union, the Cold War and détente. This book is written for college level courses and would provide good background information for the secondary teacher or students in an Advanced Placement course of study.

Wall, Richard, Jean Robin and Peter Laslett, eds. ***Family Forms in Historic Europe.*** Cambridge: University Press, 1983.

The group of international authors who contributed to this volume give a broad spectrum of interpretation and historical approach to the study of the family in Europe. The discipline of family history has greatly expanded in the past twenty years, making it difficult for the classroom teacher to stay abreast of the latest research. In this volume both the methods of historians of the family and some broad historical generalizations are presented. Case studies of interest to students include such topics as early childhood in Baltic serf society, the importance of women in urban society, and the relationship between land ownership and household structure. Much data is presented in chart form which can be easily used in the classroom with students. Major differences between eastern and western Europe household systems are analyzed. Using the institution of the family to point out cultural differences within Europe will help students and teachers better understand the diversity of modern Europe.

X. TEACHERS' RESOURCES

A. MULTIMEDIA MATERIALS

FILMS

Perhaps the best source for teachers to use as they consider the purchase of new films for their school districts is the bibliography prepared by L. A. Gilbert for the Council of Europe. The directory cites forty-five agencies from sixteen countries that have produced films about Europe. Some agencies also produce video recordings, slides, filmstrips, and overhead transparencies. Send for *Educational Audiovisual Materials: Directory of National Information Agencies*, Council of Europe Publications, Manhattan Publishing Co., 80 Brook Street, P.O. Box 560, Croton, NY 10520. ($5.00).

FILMSTRIPS

Eastern European Studies: ". . . an Iron Curtain has Descended." 1981.
This series explores similarities and differences among key nations in Eastern Europe. History, geography, politics, culture, and economics are examined through live, archival, and news photography. Titles in the series are "Poland," "East Germany," "Czechoslovakia," "Hungary," "Bulgaria," and "Romania." (6 filmstrips, 6 cassettes). Educational Enrichment Materials, Catalog Dept. FH, 357 Adams Street, Bedford Hills, NY 10507.

European Studies: The Southern Nations. 1982.
The four filmstrips in this series, "Spain," "Portugal," "Italy," and "Greece" present an overview of each country. They review the past history of the nation, show present-day life, and urge students to speculate about the future as the struggle for political stability continues and Eurocommunism increases. (4 filmstrips, 4 cassettes). Educational Enrichment Materials, Catalog Dept. FH, 357 Adams Street, Bedford Hills, NY 10507.

European Studies: The Western Nations. 1982.
These filmstrips about France, Belgium, Switzerland, the Netherlands, West Germany, and Austria present an overview of the geography, history, culture, and current economic situations of each country. How these countries coexist politically, U.S.-European relations, and the role of NATO are other topics explored in the series. (6 filmstrips, 6 cassettes). Education Enrichment Materials, Catalog Dept. FH, 357 Adams Street, Bedford Hills, NY 10507.

Germany: West and East. 1976.
This series examines the heritage of the German people as well as their economic, social, and cultural present. It also contrasts democratic West and communist East Germany. (4 filmstrips, 4 cassettes). United Learning, 6633 West Howard Street, Niles, IL 60648.

Geography of Europe. 1982.

This four-part series presents an overview of Europe's many lands and cultures and also discusses topographical features. Color photographs depict European architecture, custom, and life in the cities and in the countryside. Titles in the series are "Part I: Northern Europe," "Part II: Western Europe," "Part III: Central Europe," and "Part IV: Southern Europe." (10 filmstrips, 10 cassettes). National Geographic Society, Educational Services, Dept. 83, Washington, DC 20036.

Western Man and the Modern World: Unit VII—The Postwar Era. 1979.

This is one program of an eight part series on the history of Europe. Within this program the topics of the Cold War, science and technology, and worldwide communication and rapid transportation are presented. Such events as the Berlin Airlift and the 1956 Hungarian Revolt are documented with historical and contemporary photographs. The issues of energy shortage, population growth and the information revolution are discussed by experts in the field. (6 filmstrips, 6 cassettes). Social Studies School Service, Dept. W4, P.O. Box 802, Culver City, CA 90232.

COMPUTER SOFTWARE

Economics: What, How, and For Whom?

This is a simulation program in which students have to make decisions based on their assigned roles. Simulation situations include the feudal system, industrial society in 18th and 19th century Britain, and state planning in the Soviet Union. Although this program is designed for an economics class, students of European history will also benefit from the experience of the simulation. Focus Media, 839 Stewart Avenue, Garden City, NY 11530.

The History of Europe DemoComp

This series of interactive graphics and maps allows the teacher to demonstrate concepts in geographic and quantitative form. It covers such topics as nationalism in 19th century Italy and Germany; alliances, battle plans, treaties, and territorial changes in reference to World War I; and revolution and political power in Russia. Teachers will find that this is an interesting means of presentation. Focus Media, 839 Stewart Avenue, Garden City, NY 11530.

Nationalism: Past and Present

This is primarily a tutorial program which provides students with a definition of nationalism and demonstrates how it has been both a constructive and destructive force in the 19th and 20th centuries. Among the topics examined are the unification of Italy and Germany, Austria-Hungary prior to World War I, and the Soviet Union today. In one part of the program, students role play a nationalist or a monarch in central Europe in the 19th century. Focus Media, 839 Stewart Avenue, Garden City, NY 11530.

Revolutions: Past, Present, and Future

This program allows students to analyze the phenomenon of political revolution. It presents historical models of revolution (American, French, and Russian) and acquaints students with the process and components of political revolution.

Students then undertake a research project on any revolution and feed the data into the computer. The program will graph the data to allow students to predict revolutionary activities. Focus Media, 839 Stewart Avenue, Garden City, NY 11530.

The Time Tunnel: European History

This is a drill and practice program which involves students in simulated travel through time to meet and identify famous historical persons. The game format serves as motivation for students to review the content of a European history course. Focus Media, 839 Stewart Avenue, Garden City, NY 11530.

Women in History

This tutorial program challenges students to use certain clues to try to identify one of thirty-four prominent women. Scores are weighted in reference to the difficulty of the clues. Many influential 19th and 20th century European women are included in this material. Social Studies School Service, Dept. W4, P.O. Box 802, Culver City, CA 90232.

World Geography Adventure II Europe

This drill and practice program involves students in simulated travel to modern Europe. The game format helps students to review geographical content and their knowledge of contemporary Europe. Intellectual Software, 798 North Avenue, Bridgeport, CT 06606.

GEOGRAPHIC AIDS

Eurogeo: Geographical Bulletin. European Standing Conference of Representatives of Geography Teachers' Associations. Brussels: Commission of the Europe Communities, 1982.

Intended as volume one of a series of bulletins produced by geography teachers' organizations in fifteen European nations, this work is interesting for several reasons. First, it represents a venture in cooperation that serves as a model. Second, it provides data that cooperating educators believed was important for all European students to understand. Third, it attempts to provide data that can be used for cross-national comparisons. And, finally, it presents information that is difficult to find in other resources. The first section of the packet presents information on the European community. The second, and larger section, provides statistical or graphic data on individual nations. Tourism and economics are the two topics of the first issue of the bulletin. The second edition, published in 1985, focuses on regional problems of Europe.

Europe Today: An Atlas of Reproducible Pages. Wellesley, MA: World Eagle, Inc., 1985.

With a total of 153 reproducible maps, graphs, and charts, this publication is perhaps the single best supplementary material for courses in European history and current events, economics or geography courses. In easily understood graphics and texts it: makes clear the membership and expenditures of NATO and the Warsaw Pact; defines the Council of Europe, the EC, the

EFTA, as well as COMECON; provides demographic statistics; makes comparisons of such other information about European nations as size, population, schooling, energy, commodities and cities. Students using these materials will develop skills in retrieving and analyzing data from a number of sources, and they will enjoy doing that type of study. The selection of data is appropriate; the presentation of the data is superb.

Flanders: A Geographical Portrait. Antwerp, Belgium: Geographical Information and Documentation Center, 1984.

As a result of constitutional reform in Belgium in 1980, Flanders set up its own Flemish parliament and became responsible for the types of services most states in the United States undertake. To make its section of Belgium better known, Flemish geographers prepared a well-designed booklet filled with data on the region. The excellent maps and charts, and the well-written text may be reproduced for classroom use as long as the source is cited. For information on ordering the text as well as loose-leaf supplements, write to Geographical Information and Documentation Center for Flanders, Koningin Astridplein 26, 2000 Antwerp, Belgium.

Maps on File. New York: Facts on File, Inc., 1983.

This is a loose-leaf collection of over 300 maps designed for easy reproduction. Each map is detailed but uncluttered, producing a clear photocopy. Topics such as population, per capita income, and the percentage of families below the poverty level are indicated for each nation. Major cities, major national subdivisions, major transportation routes, and key geographical features are noted. Historical maps can also be obtained from this publisher.

B. PERIODICAL PUBLICATIONS

The Atlantic Community Quarterly is published by the Atlantic Council of the United States in cooperation with the Helen Dwight Reid Educational Foundation. This journal is designed to reflect the best current thought on both sides of the Atlantic on European-North American relations, and on the interrelationship of Atlantic and Pacific issues. This publication is used by government officials, laymen, and scholars interested in Atlantic political, economic, monetary, energy, development, and security affairs. Write to: The Atlantic Council of the United States, 1616 H Street, NW, Washington, DC 20006.

The Council of Europe News-letter publishes news items on educational topics from the twenty-one member states of the Council of Europe. When appropriate, it also describes publications resulting from multinational teacher conferences. The newsletter is published five times a year in French and English, and subscriptions are free. Write to: News-letter/Faits Nouveaux, Council of Europe, Documentation Centre for Education in Europe, BP 431 R6, F-67006 Strasbourg Cedex.

Current History publishes a special issue on the Soviet Union each October. Special issues appear from time to time on Western Europe and Eastern Europe. The most recent of these are April 1981 for Eastern Europe and May

1981 for Western Europe. Write to: Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016.

Daedalus has published two special issues on contemporary Europe, "Old Faiths and New Doubts: The European Predicament" (Spring, 1979) and "Looking For Europe" (Winter, 1979). Unlike a 1964 *Daedalus* issue, "A New Europe?" the 1979 volumes provide little optimism that a united Europe will ever evolve or that the separate European nations will ever regain their former economic and political power. Although many of the concerns of the (mostly European) authors have, in the six years since this volume was published, been resolved, the collection is still worth reading. Stanley Hoffmann's, "Fragments Floating in the Here and Now,"—the lament of a transplanted European—has been reprinted a number of times. Pierre Hassner's, "Western European Perceptions of the USSR," is particularly perceptive. Write to: The American Academy of Arts and Sciences, 7 Linden Street, Harvard University, Cambridge, MA 02138.

EUDISED R&D Bulletin an occasional publication, describes acquisitions to the ESA, an information retrieval system similar to the American ERIC system. EUDISED focuses on educational research projects. Teachers may receive a free subscription by writing to: Council of Europe, Directorate of Education, Culture and Sport, BP431 R6, F-67006 Strasbourg. Indicate if you wish information in English or French.

Europa is the journal of the Interuniversity Centre for European Studies. Current articles on Europe and information on the organization's activities are included. Write to: The Interuniversity Centre for European Studies, Box 8892, Montreal, Quebec H3C 3P3 Canada.

The Europa Year Book is published annually. It contains current information on the political and economic affairs of the European nations. Important people are described. Write to: Europa Publications Limited, 18 Bedford Square, London, England WC1B3JN.

European Journal of Education: Research, Development and Policies reports educational reforms and general developments in Western and Eastern Europe with particular attention to policy implications and the issues they pose. The official journal of the European Cultural Foundation's European Institute of Education and Social Policy (Paris/Brussels), it is intended for academicians, teachers, researchers, administrators, and policy makers in local and national governments and in international organizations. Write to: Carfax Publishing Company, P.O. Box 25, Abingdon, Oxfordshire 0X141RW, England.

European Studies Newsletter is published by the Council for European Studies. Short articles on Europe as well as information on the organization's activities are included. Write to: The Council for European Studies, 404 International Affairs Building, 420 West 118th Street, Columbia University, New York, NY 10027.

Europe: Magazine of the European Community is published bimonthly. Articles focus on the international relations, cultural exchanges, and general business activities of the European Economic Community. Write to: Commission of the European Communities, 2100 M Street, NW, Suite 707, Washington, DC 20037.

Eurostat Review is published by the Office for Official Publications of the European Communities. It is an annual publication with yearly figures for a 10-year period covering all the major fields of statistics for the 12 member countries and also the United States and Japan. Write to: Office for Official Publications of the European Communities, 5 rue du Commerce, L-2985 Luxembourg.

Forum, published by the Council of Europe, is a lively, informative quarterly. Each issue includes short articles on events—European and international—that have an impact on modern society, and an insert that deals comprehensively with specific concerns. For example, the January insert, "Participation of Women: The Reality in 1985," carries articles on women and politics in Europe, the lack of power among rural women, sex discrimination in the U.K., sexual harassment in Canada, and women union members. The March 1985 insert deals with pollution of all types, including the tragic damage to architectural and other art works caused by chemical pollution. The superb photography displayed in the journal is surpassed only by the succinct and witty written articles. Write to: The Directorate of Press and Information, Council of Europe, 67006 Strasbourg Cedex, France.

Social Science Newsletter is an occasional periodical produced by four members of the faculty of the University of North Carolina, Chapel Hill. Each issue presents teaching materials on contemporary affairs. For example, the December 1983 issue included one-day lessons on economic growth, the European response to the Grenada affair, the controversy over U.S. missiles placed in Western Europe, and the question of strengthening NATO's conventional forces. Each short presentation includes questions teachers may use for class discussion. Included with a subscription to the newsletter is a curriculum packet designed by the four UNC professors. Each packet contains lesson plans, statistical data in graphic form, reprints of background articles or current information on topics of focus, and selective annotated bibliographies. Topics in the January 1983 packet included "Security Relations between Europe and the United States," prepared by historian James Leutze; "Geographic Imperative in European Development," by geographer John Florin; "Understanding of the Politics of European States," by political scientist Jeffrey Obler; and "Economic Factors that Shape Nations and Economic Interdependence between Europe and America," by economist Michael Salemi. With appropriate supplementary materials these curriculum packets could form the basis for a semester course on contemporary Europe. Write to: Curriculum in Peace, War, and Defense, the University of North Carolina at Chapel Hill, 401 Hamilton Hall-070A, Chapel Hill, NC 27514.

Western Europe Education contains articles selected from the leading journals in West European countries. It also carries reprints of research reports from research centers and school authorities. Emphasis is on experiments and innovation. Write to: *West European Education*, 80 Business Park Drive, Armonk, New York 10504.

Youth of the 21: The Bulletin of the European Youth Centre and European Youth Foundation deals with the very serious concerns facing the youngsters who will spend the majority of their lives in the twenty-first century. Recent issues dealt with such significant topics as peace and development, racism and intolerance, and employment. North American youth, especially those age 15-24, would benefit from reading this journal; they would find that young people the world round are more alike than different. Write to: *Youth of the 21*, EYC, 30 rue Pierre de Coubertin, F-67000 Strasbourg-Wacken, France.

C. ORGANIZATIONS

EUROPEAN AGENCIES

THE EUROPEAN COMMUNITIES

Teachers in the United States can obtain a sample "teacher's kit" by writing:

European Communities—Information
Commission of the European Communities
2100 M Street, NW
Suite 707
Washington, DC 20037

Offices are also available in EC member nations, Canada, Japan, Thailand, Chile, and Venezuela. For those living outside the United States, appropriate ordering information can be obtained from:

Office for Official Publications of the European Communities
5 rue du Commerce, L-2985 Luxembourg

Among particularly useful EC publications are:

Europe as Seen By Europeans.
A report on attitudinal polls conducted in member countries 1973-1983. In general, Europeans described inflation, pollution, and energy, as concerns that take precedence over fear of war, and efforts at cooperation.

Steps to European Unity.
A year-by-year chronology of EC activities through June 1983, the booklet also lists important multilateral and bilateral agreements and a multilingual bibliography of books for further reading.

The United States and the European Community.
The statistics in this work are out of date, and it was written when there were only nine EC members. Even so, it does provide a useful overview of the U.S. position toward its European allies.

25 Years of European Community External Relations.

Multi-color graphs and maps and a clear descriptive text provide a useful chronology of EC trade and economic agreements from 1952 through 1979.

The Young Europeans: An Exploratory Study of 15-24 Year Olds in EEC Countries.

This study is based on data collected from surveys of approximately 6,000 young people in ten countries of the European Community. The information presented in the study could be used in any course of European studies. The report summarizes such things as: living conditions, satisfaction with life, hopes and fears about the future, and religious and political values held by young Europeans.

Working Together: The Institutions of the European Community.

A brief description of the institutions that make up the EC; the Commission, or executive arm of the Communities; the European Parliament; and the Court of Justice. This is particularly appropriate for classroom use. It is succinct but sufficiently explanatory.

THE COUNCIL OF EUROPE

Publication lists may be obtained from:

Council of Europe Publications
Manhattan Publishing Company
80 Brook Street
P.O. Box 650
Croton, New York 10520
or:
Council of Europe Publications
Librairie Berger-Levroult
23, Place Broglie
F-67081 Strasbourg
France

Among the great variety of useful publications are:

The Education of the Children of Migrant Workers in Europe: Interculturalism and Teacher Training.

This provides a thorough review of what is and what ought to be done in the field. Teachers will find the appendix, which reprints the syllabi for teacher training of several countries, of particular interest.

Education and Training for Young People Aged 16-19: Problems and Prospects.

Developed as background information for a conference of European educators, this pamphlet presents a useful, up-to-date synopsis of educational opportunities available in the Council of Europe's member nations. Portions of these data could be used in the classroom for comparative analysis. Teachers will find it interesting to compare their own school systems with those of the European nations.

Human Rights Education in Schools: Concepts, Attitudes and Skills.

Meant for teachers in European schools, this booklet is of equal interest to North Americans. European lessons mirror those taught in the United States and Canada.

Preparation for Life: Project No. 1.

A series of useful publications developed by the Council for Cultural Co-operation describe the member nations' concern for the education of 14-19 year olds. "Social Education for Teenagers: Aims, Issues and Problems," is a report on a symposium held in 1980. The section on the specifications of social education is particularly interesting for its listing of cognitive and affective objectives and for what it describes as the process for using socially-oriented skills. A second paper, "Preparation for Family Life" presents useful arguments for the inclusion of practical arts in the school curriculum, as well as comparative data from several of the nations involved in the project. "Reflections and Observations of the Project" is a useful description of the philosophy and rationale for the project as a whole.

Teaching About Europe in Secondary Schools.

"What is Europe?" and " Why teach Europe?" are the main topics of this booklet. Teachers will find that much of the advice to European teachers can be used with profit in their own course development.

MINORITY RIGHTS GROUP LTD.

Teachers particularly interested in international human rights will find materials produced by the Minority Rights Group Ltd. useful. For a complete publications list write to:

Minority Rights Group Ltd.
29 Craven Street
London WC2N 5NT England.

Among reports issued by this group several deal with European issues. Titles include: "The Two Irelands," "Western Europe's Migrant Workers," "Flemings and Walloons of Belgium," "The Basques and Catalans," and "Roma: The Gypsies of Europe."

AMERICAN ORGANIZATIONS

A variety of materials and information can be obtained from these specialized groups. The West European Center at Indiana University, for example, has a loan library of films on Europe and audiocassettes on topics in the social sciences and humanities. Because holdings and services are so varied, teachers should write directly to each agency for information.

Council for European Studies
404 International Affairs Building
420 West 118th Street
Columbia University
New York, NY 10027

Interuniversity Centre for
European Studies
Box 8892
Montreal, Quebec H3C3P3 Canada

European Travel Commission
630 Fifth Avenue
New York, NY 10011

West European Center
Indiana University
Ballantine Hall 542
Bloomington, Indiana 47403

D. EMBASSIES

MATERIALS FROM EMBASSIES AND INFORMATION AGENCIES

The following booklets have a common characteristic: they represent the "official voice" of particular countries. It may be too strong to call them articles of propaganda, but as government-sponsored publications, they present information on their lands and peoples in the best possible light. That caveat aside, the books are useful to the classroom teacher. They provide considerably more information on an individual nation than a survey text can, and they also cover topics rarely found in textbooks. The books are free, and some embassies or information agencies will send classroom sets. It should be noted that not all European embassies are included in the descriptive matter. Some did not respond to a query for information. It should also be noted that most embassies include information for tourists in their packets. Most such materials are not appropriate for classroom use so they are not described.

From the Baltic Nations in Exile:

Estonia, Latvia, and Lithuania were incorporated into the Soviet Union following World War II. Emigrants from all three nations have produced materials students would find intriguing. *Estonia, A Nation Unconquered* describes the fate of several Estonians who have spoken against Soviet control. The Latvia and Lithuania legations provide materials on the history of their nations, but the major focus of their publications is on the violation of human rights in their homelands.

From the Belgian Embassy:

Belgium at the Heart of Europe emphasizes Belgium's location as home of agencies of NATO and the European Community. This booklet also provides some data on economic, social, and cultural affairs. *Belgium Today* is an educational kit that has been designed for use by elementary students. Even so, some of the data and the suggested classroom activities can be used with profit by older students.

From the Czechoslovakian Embassy:

This embassy sends no single volume that provides an overview. Instead, there are pamphlets on health, sports, the national anthem—even a recipe for kolach! By far the most interesting of the materials is the booklet, *"The Second World War: Taboo and Falsification."* A paean to the "decisive role" the Soviet Union played in the defeat of Hitler, it also presents the claim that American textbooks do not do justice to the real victors of the "Patriotic War." Used with

fairness, this booklet provides data for comparing sources, distinguishing fact from opinion and making inferences.

From the Danish Embassy:

The Danish Embassy sends a newspaper-format presentation on Danish literature, a list of available pamphlets and a listing of films that may be borrowed. Single copies of all fact sheets are free.

From the Finnish Embassy:

Facts About Finland includes colorful photographs, and a superb bibliography of English-language works on all aspects of Finnish life make this work especially useful. The Embassy will also send a charming booklet containing excerpts of Finnish literature.

From the French Embassy:

History, geography, politics and foreign affairs, economics, population characteristics, and education, lifestyle and culture are covered in a well-illustrated quarterly magazine, *France*. Other materials include an overview of the French landscape and economic and cultural affairs with English and German translations.

From the Embassy of the Federal Republic of Germany:

Meet Germany is composed of short articles by a variety of authors and published by a private, independent publisher for the purpose of fostering international understanding. This book covers many topics of current concerns: the degree of liberation of German women, youth protest and the peace movement, the problems of foreign workers, anti-Americanism, and Germans in America. Classroom sets of this book would be most worthwhile. Another volume, *Facts about Germany, the Federal Republic of Germany*, is an almost encyclopedic collection of information. Finally, the Information Center will send a 100-page bibliography of English-language books about Germany.

From the Greek Embassy:

"The Modern Greeks" and other mimeographed sheets provide the same general information as that in other embassy publications but in a more utilitarian form. Students would enjoy the short descriptions of the classical period of Greece and the original Olympic Games.

From the Hungarian Embassy:

Hungary is a book which is far from lively but it does contain useful information and some interesting charts and graphs. *Janos Kadar, Socialism and Democracy in Hungary* is a collection of Kadar's speeches and articles, and a short description of Hungary's current social and economic conditions. More lively is a slim volume, *A Brief History of Hungary*. The Embassy will send any of these books free of charge.

From the Icelandic Embassy:

Two superbly illustrated magazine-style publications are available. *Iceland Review* describes culture, including history, language and literature. *Modern Iceland* is a publication on trade, industry and transportation.

From the Italian Embassy:

This embassy sends only a small pamphlet with general information for travelers, and a pamphlet from Alitalia that contains a brief overview of Italy's history and current culture. In contains a fine map.

From the Royal Netherlands Embassy:

Among the useful materials available from this embassy is a booklet on the Dutch in America. Eighteen separate pamphlets describe such topics as education and science, agriculture and fisheries, the economy, foreign policy, and the monarchy.

From the Norwegian Embassy:

Fact sheets from Norway are on such topics as foreign policy, social policy in the post-war era, industry, and geographic exploration. One of the most interesting of the embassy's materials is a booklet for foreign businessmen. It has data on the types of businesses in Norway and on the labor market.

From the Spanish Embassy:

A bibliographic data sheet is available only in Spanish.

From the Royal Swedish Embassy:

This embassy will send dozens of books and fact sheets. One booklet provides vignettes of post-war prose writers; another describes physical planning and building; a third is a short history of the Viking era. Fact sheets include such topics as agriculture, foreign policy, population, and social welfare. *Sweden in Brief* is a well-prepared booklet containing general information and carefully prepared maps, charts, and colored photographs.

From the Swiss Embassy:

Switzerland is one of the most complete of the national publications. The chapter on culture is especially well done. Other useful booklets are *An Outline of the History of Switzerland* and *Switzerland's Political Institutions*.

From the Turkish Embassy:

The Turkish Embassy had no printed materials, but prepared and sent a superb seven page bibliographic essay. It is available to those who write, and embassy officials are currently developing other informational items.

From the Union of Soviet Socialist Republics:

The packet sent by the Soviet embassy contains more than a dozen booklets with such titles as "Do the Russians Stand for War?", "USSR in World War II," and "The Roots of European Security, 40 Years after the Yalta and Potsdam Conferences." The *Illustrated History of the USSR* is full of good photographs. It provides an overview of the Soviet Union from the emergence of Rus—the early Russian state—through 1977.

ADDRESSES OF EMBASSY AND INFORMATION SERVICES

Austria-Embassy of Austria
2343 Massachusetts Ave. NW
Washington, DC 20008
(202) 483-4474

Belgium-Embassy of Belgium
3330 Garfield St. NW
Washington, DC 20008
(202) 333-6900

Bulgaria-Embassy of the People's Republic of Bulgaria
1621 22nd St. NW
Washington, DC 20008
(202) 387-7969

Czechoslovakia-Embassy of the Czechoslovak Socialist Republic
3900 Linnean Ave. NW
Washington, DC 20008
(202) 363-6315

Denmark-Royal Danish Embassy
3200 Whitehaven St. NW
Washington, DC 20008
(202) 234-4300

Estonia-Legation of Estonia
9 Rockefeller Plaza
New York, NY 10020
(212) 247-1450

Finland-Embassy of Finland
3216 New Mexico Ave. NW
Washington, DC 20016
(202) 363-2430

France-Embassy of France
4101 Reservoir Road NW
Washington, DC 20008
(202) 944-6000

German Democratic Republic
Embassy of the German Democratic Republic
1717 Massachusetts Ave. NW
Washington, DC 20036
(202) 232-3134

Germany, Federal Republic of
Embassy of the Federal Republic of Germany
4645 Reservoir Rd. NW
Washington, DC 20007
(202) 298-4000

Germany, Federal Republic of
FRG-Information Center
950 Third Avenue
New York, NY 10022

Great Britain-British Embassy
3100 Massachusetts Ave. NW
Washington, DC 20008
(202) 462-1340

Greece-Embassy of Greece
2221 Massachusetts Ave. NW
Washington, DC 20008
(202) 667-3168

Hungary-Embassy of the Hungarian People's Republic
3910 Shoemaker St. NW
Washington, DC 20008
(202) 362-6730

Iceland-Embassy of Iceland
2022 Connecticut Ave. NW
Washington, DC 20008
(202) 265-6653

Ireland-Embassy of Ireland
2234 Massachusetts Ave. NW
Washington, DC 20008
(202) 462-3939

Italy-Embassy of Italy
1601 Fuller St. NW
Washington, DC 20009
(202) 328-5500

Latvia-Legation of Latvia
4325 17th St. NW
Washington, DC 20011
(202) 726-8213

Lithuania-Legation of Lithuania
2622 16th St. NW
Washington, DC 20009
(202) 234-5860

Luxembourg-Embassy of Luxembourg
2200 Massachusetts Ave. NW
Washington, DC 20008
(202) 265-4171

Netherlands-Royal Netherlands Embassy
4200 Linnean Ave. NW
Washington, DC 20008
(202) 244-5300

Norway-Royal Norwegian Embassy
2720 34th St. NW
Washington, DC 20008
(202) 333-6000

Poland-Embassy of the Polish People's Republic
2640—16th St.
Washington, DC 20009
(202) 234-3800

Portugal-Embassy of Portugal
2125 Kalorama Rd. NW
Washington, DC 20008
(202) 328-8610

Romania-Embassy of the Socialist Republic of Romania
1607 23rd St. NW
Washington, DC 20008
(202) 232-4747

Spain-Embassy of Spain
2700 15th St. NW
Washington, DC 20009
(202) 265-0190

Spain-Information Service
Instituto de Bibliogafia
Biblioteca Nacional
Avda de Calvo Sotelo, 20
28023 Madrid
Spain

Sweden-Swedish Embassy
Suite 1200
600 New Hampshire Ave. NW
Washington, DC 20037
(202) 298-3500

Switzerland-Embassy of Switzerland
2900 Cathedral Ave. NW
Washington, DC 20008
(202) 745-7900

Switzerland-Information Center
307 North Michigan Avenue
Chicago, IL 60601

Turkey-Embassy of the Republic of Turkey
1601 23rd St. NW
Washington, DC 20008
(202) 387-3200

Union of Soviet Socialist Republics
Embassy of the Union of Soviet Socialist Republics
1125 16th St. NW
Washington, DC 20036
(202) 328-3225

Yugoslavia-Embassy of the Socialist Federal Republic of Yugoslavia
2410 California St. NW
Washington, DC 20008
(202) 462-6566

Sponsor Application

General Andrew J. Goodpaster
Chairman
The Atlantic Council of the United States
1616 H Street, N.W.
Washington, D.C. 20006

Dear General Goodpaster:

I want to help with the important work of the Atlantic Council. Enclosed is my contribution. Please enroll me as a Sponsor of the Atlantic Council.

$100-$500 As a Special Contribution

$50 To cover costs of Council publications

$25 Student subscription

Other _____

PLEASE PRINT:

Name _____

Address _____

City _____ State _____

Zip Code _____

Contributions to the Atlantic Council are tax deductible.

Individuals under forty contributing one hundred dollars or more may be eligible for the Associate Councillors Program, and may direct inquiries to George M. Seignious II, President, The Atlantic Council of the United States.

The following Policy Papers are available from the Atlantic Council. All orders must be prepaid.

Energy Supply and Use in Developing Countries: A Fresh Look at Western (OECD) Interests and U.S. Policy Options, John E. Gray, Chairman, W. Kenneth Davis, Co-Chairman, Gary J. Pagliano, Rapporteur, Joseph W. Harned, Project Director. 42 pp. $6.00 April 1986.

The President, The Congress and Foreign Policy, jointly with the Association of Former Members of Congress; Edmund S. Muskie and Kenneth Rush, Co-Chairmen; Francis R. Valeo and Francis O. Wilcox, Project Directors; Kenneth W. Thompson, Rapporteur. pp. $6.00 May 1985.

Western Interests and U.S. Policy Options in the Caribbean Basin, James R. Greene and Brent Scowcroft, Co-Chairmen, Richard E. Feinberg, Rapporteur, Robert Kennedy, Co-Rapporteur. 76 pp. $6.00. November 1983.

China Policy for the Next Decade, U. Alexis Johnson, Chairman, and George R. Packard, Rapporteur. 54 pp. $5.00. October 1983.

Strengthening Interparliamentary Consultation: The Future of the North Atlantic Assembly, David M. Abshire, Chairman, and J. Allan Hovey, Jr., Rapporteur. 38 pp. $6.00. June 1983.

Arms Control, East-West Relations And The Atlantic Alliance: Closing The Gaps, George M. Seignious, Chairman, Francis O. Wilcox, Project Director, and Timothy W. Stanley, Rapporteur. 70 pp. $5.00. March 1983.

The Teaching of Values and the Successor Generation, Edmund D. Pellegrino, Chairman, and Theodore C. Achilles, Project Director. 30 pp. $5.00. February 1983.

The International Monetary System: Exchange Rates and International Indebtedness, William McChesney Martin and Frank A. Southard, Jr., Co-Chairmen, Jacob J. Kaplan and Charles L. Merwin, Co-Rapporteurs. 38 pp. $5.00. February 1983.

Toward a Consensus on Military Service, Andrew J. Goodpaster and Lloyd H. Elliott, Co-Chairmen, J. Allan Hovey, Jr., Rapporteur. 70 pp. $6.00. June 1982.

US Policy Towards Canada: The Neighbor We Cannot Take for Granted, Willis C. Armstrong, Chairman and Rapporteur, Louise S. Armstrong, Co-Rapporteur, Francis O. Wilcox, Project Director. 33 pp. $4.00. July 1981.

US Energy Policy and US Foreign Policy in the 1980s, John E. Gray, Chairman and Co-Rapporteur, Henry H. Fowler, Co-Chairman, Joseph W. Harned, Co-Rapporteur and Project Director. 68 pp. $6.00. June 1981.

US-Japan Energy Relationships in the 1980s, John E. Gray, Chairman of the Energy Policy Committee, and Yoshizane Iwasa, Chairman of the Japan-US Energy Relationships Committee. 46 pp. $6.00. June 1981.

The Credibility of the NATO Deterrent: Bringing the NATO Deterrent up to Date, Kenneth Rush and Brent Scowcroft, Co-Chairmen, Joseph J. Wolf, Rapporteur. 54 pp. $4.00. May 1981.

The Successor Generation: Its Challenges and Responsibilities, Edmund D. Pellegrino, Chairman, and Robert E. Osgood, Rapporteur. 45 pp. $4.00. January 1981.

The Common Security Interests of Japan, the United States and NATO, U. Alexis Johnson, Chairman, and George R. Packard, Rapporteur. 40 pp. $6.00. December 1980.

The International Monetary System in Transition, William McChesney Martin, Co-Chairman, and Frank A. Southard, Jr., Co-Chairman and Rapporteur. 45 pp. $5.00. May 1980.

Summit Meetings and Collective Leadership in the 1980s, William C. Turner and Charles Robinson, Co-Chairmen, and Harald B. Malmgren, Rapporteur. 69 pp. $5.00. April 1980.

After Afghanistan—The Long Haul, Harlan Cleveland and Andrew J. Goodpaster, Co-Chairmen, and Joseph J. Wolf, Rapporteur. 71 pp. $6.00. March 1980.

Getting the West Out of the Oil Dilemma: An Energy Family Approach, Herschel Specter. 40 pp. $6.00. September 1979.

Oil and Turmoil: Western Choices in the Middle East, Andrew J. Goodpaster and Brent Scowcroft, Co-Chairmen, and John C. Campbell, Rapporteur. 40 pp. $6.00. September 1979.

The Soviet Merchant Marine: Economic and Strategic Challenge to the West, Robert Ellsworth and Leonard Sullivan, Jr., Co-Chairmen, and David W. Lee, Rapporteur. 38 pp. $6.00. September 1979.

Securing The Seas: Soviet Naval Challenge and Western Alliance Options, Paul H. Nitze, Chairman, and Leonard Sullivan, Jr., Rapporteur. 64 pp. $6.00. November 1978.

The Floating Rate System: The Search for Balance and Stability, William McChesney Martin, Co-Chairman, and Frank A. Southard, Jr., Co-Chairman and Rapporteur. 30 pp. $2.00. September 1978.

Nuclear Power and Nuclear Weapons Proliferation, John E. Gray, Chairman, and Joseph W. Harned, Project Director. Vol. 1, 164 pp., Policy Paper with executive summary. $6.00. June 1978. (Vol. 2 out of print).

Security in the Eastern Mediterranean: Re-Thinking American Policy, Harlan Cleveland, Chairman, and Joseph J. Wolf, Rapporteur. 19 pp. $1.00. April 1978.

The Growing Dimensions of Security, Harlan Cleveland and Andrew J. Goodpaster, Co-Chairmen, and Joseph J. Wolf, Rapporteur. 86 pp. $5.00. November 1977.

What Future for the UN? An Atlantic Dialogue, Charles W. Yost, Chairman, and Lincoln P. Bloomfield, Rapporteur. 40 pp. $2.00. October 1977.

Improving NATO Force Capabilities, John W. Vogt. 12 pp. $1.00. June 1977.

Other publications available:

The Atlantic Community Quarterly reflects the best current thought on relations among the developed democracies of Western Europe, North America, Japan, Australia, and New Zealand. ($15.00/year individual; $18.00/year institutional; free to Atlantic Council sponsors). Includes subscription to the bimonthly *Atlantic Community News*.

Atlantic Community News, a bimonthly newsletter updating readers on NATO Alliance events. (Free)

Issues and Options, an overview of the current work program of the Atlantic Council. (Free)

The Atlantic Council of the United States, 1616 H Street, N.W., Washington, D.C. 20006

The Atlantic Council of the United States

1986 BOARD OF DIRECTORS

Chairman
Andrew J. Goodpaster

Vice Chairmen
David C. Acheson
Henry H. Fowler
John E. Gray
U. Alexis Johnson
Carol Laise
Wm. McCh. Martin
Eugene V. Rostow
Kenneth Rush

Treasurer
William H. G. FitzGerald

President
George M. Seignious II

Executive Vice President
Joseph W. Harned

Secretary
Martha C. Finley

Directors

David M. Abshire
Donald G. Agger
Madeleine K. Albright
Dwayne O. Andreas
Willis C. Armstrong
W. Tapley Bennett, Jr.
James H. Billington
George S. Blanchard
Gene E. Bradley
Harold Brown
L. Dean Brown
Zbigniew Brzezinski
Harry F. Byrd, Jr.
Daniel J. Callahan, III
Sol C. Chaikin
William B. Dale
Kenneth W. Dam
W. Kenneth Davis
Russell E. Dougherty
Lawrence S. Eagleburger
Robert F. Ellsworth
Sherwood L. Fawcett
Gerald R. Ford
George S. Franklin, Jr.
Richard N. Gardner
Dale E. Good
Lincoln Gordon
Alexander M. Haig, Jr.
Martin J. Hillenbrand
Claire Giannini Hoffman
Walter E. Hoadley
Robert D. Hormats
J. Allan Hovey, Jr.
B. R. Inman
John N. Irwin II
Isaac C. Kidd, Jr.
Lane Kirkland
Jeane J. Kirkpatrick
Henry A. Kissinger
Juanita M. Kreps
Peter F. Krogh
John M. Leddy
Lyman L. Lemnitzer
Sol M. Linowitz
Sanford N. McDonnell
George C. McGhee
Donald F. McHenry
Robert M. McKinney
Robert S. McNamara
Lawrence C. McQuade
Leonard H. Marks
Thomas J. Murrin
Edmund S. Muskie
George R. Packard
Edmund D. Pellegrino
Jacques J. Reinstein
Stanley R. Resor
Emmett J. Rice
Elliot L. Richardson
Paul H. Robinson, Jr.
Olin C. Robison
H. Chapman Rose
Nathaniel Samuels
J. Robert Schaetzel
James R. Schlesinger
Brent Scowcroft
Raymond Philip Shafer
William E. Simon
Joseph J. Sisco
Helmut Sonnenfeldt
Frank A. Southard, Jr.
Timothy W. Stanley
George J. Stathakis
Walter J. Stoessel, Jr.
Ralph I. Straus
Robert S. Strauss
George A. Strichman
Leonard Sullivan, Jr.
William C. Turner
Stephen L. Van
Cyrus R. Vance
Richard D. Vine
Thomas J. Watson
Watson Wise
Joseph J. Wolf
Lawrence M. Woods
R. James Woolsey

Honorary Directors

George W. Ball
Edward W. Barrett
Andrew H. Berding
Eugene R. Black
Leslie S. Brady
Emilio G. Collado
Harlan Cleveland
C. Douglas Dillon
John Ferguson III
Ralph C. M. Flynt
Andrew Heiskell
John D. Hickerson
Tom Killefer
Ruth C. Lawson
Jay Lovestone
Oswald B. Lord
John J. McCloy
Lauris Norstad
Sam Nunn
Henry H. Porter
William P. Rogers
Robert V. Roosa
Dean Rusk
Adolph W. Schmidt
Cortlandt v.R. Schuyler
Charles M. Spofford